

DOCUMENT RESUME

ED 041 570

24

HE 001 747

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TITLE The Role of College-Community Relationships in Urban Higher Education. Volume III, A Community Survey of Washington, D.C. Final Report.
INSTITUTION Federal City Coll., Washington, D.C.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
BUREAU NO BR-8-0760
PUB DATE Mar 69
CONTRACT OEC-0-9-180760-0707(010)
NOTE 85p.

EDRS PRICE MF-\$0.50 HC-\$4.35
DESCRIPTORS City Problems, Community Attitudes, *Community Involvement, *Community Surveys, *Higher Education, *Institutional Role, School Community Relationship, Student Attitudes, Urban Education, *Urban Universities
IDENTIFIERS *Federal City College

ABSTRACT

This report is the third of a 3-volume study on the role of college-community relationships in higher education. This report presents the findings of a community survey in Washington, D.C., the purpose of which was to obtain information about the community's perception and expectations regarding Federal City College. Seven groups were included in the sample: community leaders, parents of high school students and alumni, high school personnel, present high school seniors, high school alumni of the class of 1967 and 1968, and FCC applicants who either could not be accommodated by the College because of their high lottery number, or were accepted but did not register. The survey was intended to obtain information which the College could use in initiating projects that would serve the needs of the D.C. community, and meet the expectations of the students. The report discusses: the methods used in selecting the sample, data collection procedures, and the survey findings. Tabular presentation of the data, the role of D.C. area institutions in alleviating urban problems, and a case history of a campus organization for dealing with urban problems are included in the appendix. (AF)

ED041570

BR 8-0760
PA 24

Volume III of III

FINAL REPORT
Project No. 8-0760
Grant No. OEC 0-9-180760-0707(010)

THE ROLE OF COLLEGE-COMMUNITY RELATIONSHIPS
IN URBAN HIGHER EDUCATION

Volume III
A COMMUNITY SURVEY OF WASHINGTON, D. C.

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Prepared for:
The Federal City College
Washington, D. C.

March 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I. SUMMARY

The study herein resulted from a community survey in the District of Columbia. The survey assessed samples of high school students, high school graduates, parents, school personnel and community leaders. It aimed at obtaining information about the community's perceptions and expectations about Federal City College. In brief, how does the community see the role of Federal City College in the District? What services should a new land grant college perform? How can the college and community cooperate?

The respondents in the Student and Parent groups were predominantly black. White and black respondents were represented in equal proportions among Leaders and Teachers. Ninety-six percent of all respondents knew about the college. The news media had been the primary source of information about the college. About half of the respondents reported that they have had some type of contact with the college. The three most pressing problems in the District, according to the respondents, are employment, education and racial relations.

Many of the questions in this survey were on the area of policy issues and decisions that concern the staff and faculty at Federal City College, such as staffing, curriculum choice and development, recruitment and selection of students, et cetera. The general trends from the responses to these questions suggest that Federal City College should be "relevant," but at the same time develop and maintain an academic excellence. There is strong sentiment toward the development of innovative curricula for high risk students. The idea of a more heterogeneous student body greatly appealed to the student groups.

The community leaders were particularly concerned and interested in how the college could help the city and alleviate many of the city's problems. The primary emphasis on the kinds of community activities FCC should initiate was educational. For example, the respondents emphasized the need for seminars, tutorials, studies on urban issues, and enrichment of elementary and secondary District schools. The greatest service FCC can perform, in the opinion of leaders, is to educate and develop its own students for future leadership roles in the D. C. community. There is indeed evidence accrued from our survey of the great interest for higher education among high school students and alumni.

The major theme that has emerged from this survey is that FCC is greatly welcomed by youth and by adults in the community. They have high expectations of the college. They feel that FCC can serve the total community by making available its educational resources. All groups,

in their recommendations to the college, emphasized the importance of high academic standards, and the importance of a racial balance in the student body, staff and faculty. Moreover the leaders and teachers felt strongly about the image of FCC in the community. They recommend that more and better information about the college ought to be released to the public often.

II. INTRODUCTION

Federal City College is a new Liberal Arts and Sciences College in Washington, D. C. It was founded to provide public higher education for the citizens of Washington, D. C., and others who choose to attend. The Bill for the new college was signed by President Johnson in November 1966, and the college registered its first class in September of 1968.

Since the college is a new public land grant institution in an urban setting, it saw itself from the beginning as an institution which had a major responsibility to the community, primarily to try to alleviate some of the city's problems by offering services and resources. In order to map out a plan for appropriate community involvement, the college, with funds from the U. S. Office of Education, initiated a research project during the fall of 1968. This project was designed to identify and explore existing and potential ways in which urban institutions of higher education and community groups can interact in order to achieve solutions to urban problems.

Some of the more specific goals in this survey were to obtain information about how the college is perceived by the community at large; what are the expectations of people in the community regarding projects the college should initiate to serve the needs of the D. C. Community. This kind of feedback from the community is essential if the college is to develop a cooperative working relationship with individual members as well as with different groups in the community. In addition this survey aims at gathering information from teachers, parents and students on the expectations and plans of young people so the college can best prepare itself in meeting the needs of its primary clients--the students.

It is hoped that this initial survey will contribute to the following areas of college-community relationships: (1) isolate ways in which a college can meaningfully contribute to the solution of urban problems; (2) identify processes by which the college and the community can develop cooperative working relationships; (3) develop and implement programs that are relevant to community needs; and (4) provide appropriate and meaningful higher educational experiences to Washington youth.

Moreover it is hoped that the results of this initial survey will provide useful guidelines for a continuous program of research in the area of college-community relationships in urban higher education.

III. METHODS

Sample

The sample was chosen to represent different segments of the Washington community. Seven different groups were included in the total sample: leaders, parents of high school students and alumni, high school personnel, present high school seniors, high school alumni of the class of 1967 and 1968, Federal City College applicants who could not be accommodated by the college during the first quarter after the college opened, and applicants who were accepted to the college but did not come to register.

Criteria Used in Selecting Each Group

Leaders. A sample of 253 leaders were selected to represent different types of leadership in the D. C. community. We decided to choose groups who would have an interest in a new college, and groups who are involved in community development. Thus we chose eight types of groups to represent the leadership categories. These eight groups included: 31 presidents of PTA's (representing all junior and senior high schools in D. C.); 21 presidents of civic and 21 presidents of citizens' associations including the presidents of the two federations; 37 representatives of news media from the major T. V. and radio stations and newspapers; 31 representatives from National and D. C. Educational Organizations; 46 officials of the D. C. Government; 31 representatives of the churches in D. C. ; and 35 presidents and chairmen of Block and Neighborhood organizations, and Action groups.

The names and addresses of leaders to be included in our sample were obtained from two main sources, the Focus^{1/} list, and Washington '68.^{2/} In selecting the leaders we attempted to have (a) approximately equal numbers of persons in each of the eight leadership groups; and (b) a representation of persons whenever appropriate. For example, the ministers were selected to represent the different denominations in equal

^{1/} Federal City College has developed a rather comprehensive list of community leaders and individuals interested in the college. These persons receive the college newsletter entitled FOCUS.

^{2/} Washington '68--A Comprehensive Directory of the Nation's Capital, Its People and Institutions. Ed. Cary T. Grayson, Jr., Potomac Books, Inc., Washington, D. C.

proportions to the total number of churches in the D. C. community. D. C. Government officials were also selected to represent different offices in the District Government such as Public Health, Work Training, Housing and Urban Development, Budget, Public Affairs, Justice, City Council, Welfare, Youth Programs, et cetera. The presidents of Civic and Citizens Associations represent only 80 percent of the total number of presidents of these associations. The rest of the leadership groups included all appropriate persons and heads of the organizations under each category.

School Personnel. The subjects to be included in the "school personnel," "students," and "parents" samples were selected from five D. C. high schools. The five high schools (Anacostia, Eastern, Cardozo, Coolidge and Western) were chosen to represent different geographic areas in the district and different populations with regard to socio-economic status of parents measured in a rather crude and generalized way (i. e., general economic level of the residents of the area the high school serves).

In the school personnel sample, we included the principals, all counselors and about 25 teachers from each high school representing different subject areas. The total school personnel sample included 153 potential respondents.

Parents. The parents or guardians of the "students" (seniors and alumni) constituted our parent sample. We sampled a total of 622 parents (200 parents of seniors and 398 parents of high school alumni). However, we aimed at collecting data from 300 parents (200 parents of seniors and 100 parents of alumni).

High school seniors. Two hundred and twenty-four names of present high school seniors were randomly selected from the student files in the five sample high schools. (Random selection was done by choosing every 10th or 13th name listed in the school's alphabetical student files.)

Alumni. A total of 398 names of alumni of the class of 1967 and 1968 were randomly selected from the five high school student files (randomness was assured following the same procedure used in choosing the senior sample).

Applicants to Federal City College. The group of applicants included persons who were interested in attending the college but could not because of their high lottery numbers^{3/} and of applicants who were asked

^{3/} The college chose its first class of students by lottery. Offers of admission to those who could not be accommodated the first quarter are being made in sequence.

to come for registration but did not show up. The first group we shall call "rejectees"; and the second, "no shows." The college provided us with lists of names of rejectees and no shows. These names were randomly selected from their files. The selection was done using the last digit of the social security number. The random sample of rejectees included 184 subjects and the no shows sample included 190 names.

The survey aimed to collect data from a total of 1200 subjects. The N's specified for each group were:

Leaders	200
Parents	300
Teachers	100
Seniors	200
Alumni	200
Applicants	200 (100 rejectees and 100 no shows)

However, each one of our seven groups was oversampled in order to insure data on an adequate number of subjects. These extra persons were to be used as alternates. For instance, we had selected 253 leaders thus allowing an extra of 53 names for alternates. Usually alternates were used when a person was out of town or ill. The seniors and school personnel were only slightly oversampled since data collection was going to be done in the schools during school hours. However, the lists of alumni, parents, applicants were greatly oversampled since we went out in the field to collect data, using addresses that may have been out of date or incorrect. Moreover, we wanted to match sets of alumni with parents; therefore, we wanted to be insured of an adequate number of such cases, in view of the fact that a sizeable number of the high school alumni would not be available either because they were in the service, or were attending schools outside the Washington metropolitan area.

Summary

The overall sample in this survey includes leaders in the community, parents of present high school students and recent high school alumni, school personnel, high school senior students, high school alumni, and Federal City College applicants.

The leader sample (N = 200) was selected mainly on the basis of representativeness of D.C. Leader categories (i.e., educational and religious leaders, D.C. Government leaders, representatives of mass communication media, and representatives of community action groups).

The school personnel groups (N = 100) include principals, counselors and teachers in five D. C. high schools. The parents group (N = 300) includes parents or guardians of present high school seniors and alumni of the classes of 1967 and 1968. The seniors (N = 200) include random samples of seniors in five D. C. high schools. The Federal City College applicants (N = 200) consist of random samples of applicants who could not register this first quarter because of high lottery numbers and of applicants who did not appear at registration time.

Procedures

Methods of Data Collection

It was decided that the primary method of data collection for this study ought to be the personal interview. There were many reasons that influenced our decision to use interviewers. We felt that the parents, alumni, and applicants would be more responsive and cooperative if they were to be interviewed than to receive a mailed questionnaire. As far as the leader group was concerned, we felt that they should have the opportunity to express their opinions in a personal interview rather than write them down in a questionnaire. This decision was based on the fact that we included open-ended questions and also because the opinions of leaders about a new institution such as this could more meaningfully be assessed through interviews than through mailed questionnaires.

For the sample of high school seniors we developed a self-administered questionnaire which could be completed by the students during a half-hour's time. We planned to have one of our staff administer this questionnaire to groups of five or ten students during school hours. This was quite feasible since we had the interest and cooperation of the schools to do this survey and they were willing to schedule the students to take the survey questionnaire.

Similar reasons to those elaborated above regarding the leader group, prompted us to interview the school personnel also.

In general, then, we aimed at the collection of data by interviews from 1,000 subjects. For this task (interviews) we hired and trained 39 interviewers. These interviewers were selected on the basis of their past experience and skills in interviewing.

Actual data collection began on November 13th, 1968, and it was terminated on January 11, 1969. Prior to the interview visit each leader received a form letter describing the goals of the study briefly and asking for his cooperation as a participant. At a later date an interview appointment was scheduled. The high school seniors, and school personnel were

assessed in their respective high schools. The parents, the alumni and the applicants were interviewed either at their homes or jobs.

After the seniors were interviewed the lists of parents of the interviewed seniors were given to six interviewers who were responsible for collecting data from all of these matched parents (either mother, father or guardian). The interviewers of the sets of alumni and parents were instructed to try to match fifty percent of the sample assigned to them. They were also told not to make more than three calls per case.

Sample Returns

At the completion of data collection, the total number of completed useable questionnaires (either self-administered or by means of personal interviews) was 1,000 or 83.3 percent of the total sample. Leaders constituted 172 of the completed questionnaires (86%); teachers 125; ⁴/ parents 216 (72%); seniors 197 (98.5%); alumni 148 (74%); rejectees 78 (78%); no shows 64 (64%); both applicants combined 142 (71%).

From the 27 leaders for whom we could not obtain data, nine percent refused to cooperate, 15 percent were unavailable because of trips or illnesses, and 52 percent could not be located (unlisted phone numbers, breaking interview appointments, changes in address with no new location given, etc.).

The main reason for the nonresponse rate in the applicant and alumni groups was the inability of the interviewers to locate the subject. Old addresses or incorrect addresses were the cause. Among alumni not interviewed, 29 percent were away to college and two percent were in the service.

Instruments Used in Data Collection

Seven questionnaires were designed for this survey (Leader, School Personnel, Parents, Seniors, Alumni, Rejectees, and No Shows).

Student questionnaires. The four sets of questionnaires designed for the "student" groups (Seniors, Alumni, Rejectees and No Shows) were very similar in content with minor changes on particular items. Most of

⁴/ Although we aimed at only 100 completed interviews from the School Personnel Sample, some of our interviewers did extra interviews which we decided to use.

the questions in the student questionnaires centered around educational plans and aspirations, work history, and career expectations. Their image of Federal City College and the role of the college in the community were also explored. The last part of the questionnaire included items on the demographic characteristics of the groups. The variations in some of the items were designed in order to make the questionnaires appropriate for the subjects in each one of the four student groups. For example, whereas Question B-11 in the Alumni questionnaire inquired whether the respondent was planning to apply to Federal City College, the same type of question in the "No Show" questionnaire asked for reasons that prevented the respondent from registering at the college during the first quarter.

Although the Senior Questionnaire was designed to elicit information on the same areas as did the other student questionnaires, its format was somewhat different since it was going to be self-administered.

Parent Questionnaire. This questionnaire was designed as an interview schedule. It included four main areas of questions. The first--Introduction--dealt with questions designed to assess the respondent's familiarity with the college and whether he had any contact with either staff, faculty or students there. The questions in the second part centered around the expectations and aspirations parents have about their children with regard to educational achievements and future occupations. The third section included questions on the role of Federal City College in the community. The last part included questions on demographic data.

School Personnel. The questionnaire designed for the school personnel (Teachers, Counselors and Principals) was similar to the Parent Questionnaire regarding the four major sections. The first section was identical. The second section included questions on their perceptions and expectations of their students regarding educational plans. The last two sections were on (a) the role of Federal City College in the Washington Community, and (b) on demographic characteristics.

Leader Questionnaire. This questionnaire was designed primarily to gather information on how is Federal City College perceived in the D. C. community, and on the kinds of expectations community leaders have about the college. In brief, what should be some of the functions that the college ought to perform in helping the development and progress of the D. C. community. This questionnaire also included questions designed to yield demographic data about the leader group.

The majority of the questions included in all seven questionnaires were precoded. A few open-ended questions were used in the sections where the opinions and perceptions about the role of Federal City College in the Washington community were assessed. The interview questionnaires were designed to last about 45 minutes.

After the design of the questionnaires, two of our instruments were pretested with a small group of subjects (10 leaders and 5 parents). These pretests aimed at checking the appropriateness of the format and wording of the different questions.

IV. RESULTS AND DISCUSSION

1. Demographic Characteristics of Respondents

Student groups. Table 1 in Appendix A to this volume* presents the personal characteristics of the four student groups. The Rejectees had the highest median age (21 years and 5 months) among the student groups. Next was the "No Shows" (20 years and 4 months). The Alumni had a median age of 19 years, and the Seniors' median age was 17 years and 9 months.

The proportion of women in each group was higher than that of men. Although one would expect an equal representation of both sexes among high school seniors or beginning college students (Alumni and Applicants) the higher proportions of women in our samples reflect the greater achievement of Negro women as compared to men in general. In every student group the proportion of Negroes was very high, ranging from 81% among the "No Shows" to 94.9% among Rejectees. The greater proportion of Negroes among Rejectees may account for the greater proportion of females in this group also.

The majority of students report that their religious preference is Protestant or Roman Catholic. The high proportion (31%) of subjects among Seniors listing "other" as their religion may reflect a classification problem. Since the Seniors filled out the questionnaire themselves, they may have chosen "other" to represent some Christian denominations that are not commonly perceived as Protestant or Catholic, whereas in the case of the interviews the interviewer might have classified similar responses under the Protestant or Catholic categories. Between 80% and 90% of our students were born either in D. C. or in the South East U. S.

The characteristics of their families are presented in Tables 2 and 3. Over 1/4 of the parents of Seniors or Alumni are either separated or divorced, whereas among Rejectees and "No Shows" there is a greater proportion of deceased parents. This may be simply a result of the higher age of respondents among the Applicant groups, i. e., the age range was greater than it was for the other groups; 11% of the Rejectees were over 35 years of age and about 4% of the "No Shows" were over 35. The families of the student respondents tend to be rather large. Over 1/3 report that they come from families with five or more children.

* All subsequent references to Tables refer to those in Appendix A to Volume III.

There is no question that these young persons aspire to achieve educationally and occupationally at much higher levels than did their parents. For example, 14% of the seniors report that their father is a college graduate, but for themselves they plan a much higher educational attainment; 73% of them expect to obtain at least a Bachelor's degree. Whereas 19% of their fathers are engaged in professional or managerial occupations, over 70% of them anticipate working as professionals or being in business or management.^{5/} The present family income is \$7,425.00 (median). The proportion of fathers who are not working ranges between 15% for Seniors to 32% for Rejectees. The higher proportion of nonworking parents for Rejectees could be attributed again to the fact that some of the Rejectees were over 30 years of age. Thus one would expect their parents to have retired.

Adult respondents. The personal characteristics of Leaders, Parents and Teachers are presented in Table 4.

The median age of each adult group is the forties. However, the age range for each one of these three groups is quite extensive. For example, Leaders ranged from 21 years of age to over 80 years of age, Teachers were between the ages of 22 and 68, and Parents were between 30 and 69 years of age. The male/female composition was quite different in each group. However, all 3 men/women ratios were in the expected direction; that is, among Leaders the ratio of males was 3 to 1. In the Parents' group it was exactly in the opposite direction (3 women to 1 man). Not only did we have the name of the mother as the matched available parent but very often even if both parents were listed the chance of finding the father at home and available to be interviewed was rather remote. The interviewers were instructed to visit the home and interview the parent who was there at the time of the visit and who was willing to cooperate. In the Teacher group the two sexes were about equally represented.

The proportion of blacks and whites were about equal in the Leader and Teacher groups. There were fewer than half blacks among Leaders, and less than half whites among Teachers. On the other hand, the proportion of black parents was over 90 percent.

The educational attainment of the respondents in each of the three groups is also reported in Table 4. The Leaders come from all levels of educational attainment. We have 13% of the Leaders who are high school graduates or less. On the other hand, 21% of the Leaders had a doctoral degree or other professional degree. Over half of the Teachers have

^{5/} For a more detailed description of students' future plans, see section entitled "Educational and Occupational Aspirations of the Student Groups."

either a Master's degree or a Master's degree plus some additional graduate work. Four percent of the School Personnel hold a doctoral degree. Thirteen percent of the Parents are college graduates. On the other hand, 45 percent of the Parents had only some high school education or less. Whereas 80 percent of the Leaders list themselves in professional or managerial occupations, only 18 percent of the Parents are in similar occupations.

Summary. The median ages of the student groups range between late teens and early twenties. The median age of the respondents in the adults groups (Leaders, Teachers and Parents) is in the early and mid-forties.

The students are mostly black, Protestant or Catholic, and born either in D. C. or South East. They tend to come from rather large families. The majority of the working parents are engaged in semiskilled or unskilled occupations. The combined family median income is \$7,425. The Leader and Teacher groups include black and white respondents in equal proportions, whereas the Parents are predominantly black.

2. How Well is FCC Known to the D. C. Community

Most of the interviewees had some knowledge about FCC (see Table 5). Of the 125 Teachers interviewed all had heard of the college through various means. Of the Leaders, 98.3% had also heard of the college, indicating that publicity about FCC has been extensive and has reached numerous organizations in D. C. Parents on the whole were also quite aware of the existence of FCC. 88.9% said that they had heard of the college. Although the percentage of Parents who know of FCC is lower than that of Teachers and Leaders, it still is quite high, considering that Parents may not be as quickly informed about educational developments in the community as Teachers and other Leaders.

Among the student populations, naturally all Applicants were aware of the college's existence. The percentage of Seniors who knew about FCC was slightly higher (98.5%) than that of the Alumni population (93.9%). The source of information about the college varied for the different groups; 25.4% of Seniors had heard of the college through teachers, whereas only 20.9% of the Alumni had heard from that same source; 25.4% of the Seniors had information from friends and relatives and only

12.2% of Alumni received information from such people. The news media also was responsible for a great deal of information about the college to the public.

A FCC representative as a source of information was much more frequently reported by Alumni (36.5%) than by the present Seniors (12.2%). This suggests that the drive for recruitment of the first FCC entering class was quite intensive in the past; more so than it seems to be at the present, although it may be only a matter of time. For example, the interviews with the Senior population were completed at the end of this past November and beginning of December. It is very possible that recruitment of students for next fall may not have begun as yet.

The sources of information for the applicants to FCC (students whose lottery numbers were not called as yet and students who were admitted but did not register), appear to follow the same pattern as with the Senior group. Again, community awareness of FCC (teachers, friends and relatives, and news media) were the main sources of their information. FCC representatives as sources of information were mentioned infrequently by the Rejectees and No Shows (5.1 and 14.1% respectively). The difference in the types of sources of information about FCC between Alumni and Applicants could be explained partly on the basis of motivational factors. One may propose that the Applicants intended to go to college and thus were more open to suggestions by teachers and friends, than were the Alumni. Prospective applicants would approach teachers and friends more often for help in choosing a college than would students who may not have made any college decisions or plans. Moreover, a greater proportion of Applicants had graduated from high school at earlier years than 1967 and 1968. Thus, in many cases, an FCC representative could not have been a source of information for them.

Among the adult populations, the news media seem to be the most often quoted source of information about the college's existence (47.2% of the Parents, 66.4% of the Teachers, 58.7% of the Leaders). Several Parents also heard about FCC from friends and relatives (31.5%)--these could conceivably be parents of prospective applicants.

When percentages of contacts with FCC are examined (see Table 6), it is as expected, the applicant groups who have most frequently had contact since all of these subjects had applied to the college. The group having the next highest frequency of contacts with the college was the Leader group, 62.8% of whom have had some contact. Of that group, 36.6% know people there--conceivably administrators or teachers at FCC. Alumni are next with 47.3% having had contacts with the college; 31.1% of Alumni report that they know people at FCC, most probably students. The Teacher group has the next highest proportion of respondents who have had contacts with the college (46.4%). 23.2% report that they know people there, probably other

teachers or administrators at FCC and possibly past students of theirs who attend FCC.

Fewer Seniors than Alumni (37.6%) have had contacts. They know few people there (5.6%) since most of their friends are not of college age as yet. Their contacts have mostly been with FCC representatives (24.4%). Parents have the fewest contacts, 21.8%, and only 14.8% know some of the people at FCC--perhaps through their own children attending FCC or knowing children of their friends or relatives who are students at FCC. Few respondents (0.5% of Seniors and 1.6% of Teachers) have ever visited FCC, except for 13.4% of the Leaders and one Parent; none of the respondents in the other groups had worked with the FCC staff and faculty on issues concerning the college. This was to be expected in the student population but it is somewhat surprising that none of the Teachers had any such contact or involvement with the college.

In summary, ninety-six percent of all respondents knew of Federal City College. The news media was the greatest source of information for the majority of respondents. Teachers and FCC representatives are also large sources of information for the majority of respondents. Teachers and FCC representatives are also large sources of information about FCC for the high school populations (Seniors and recent Alumni).

Half of the respondents reported that they have had some contact with persons at the college or with the college's representatives in the field.

3. Problems and Issues Concerning the D. C. Community

The students see employment as one of the problem areas for the D. C. community (Table 7). This was so with all groups of students (51.3% Seniors, 55.4% Alumni, 52.8% Applicants). The adults mention employment as an important problem less frequently (46.5% Leaders, 45.3% Parents, 48.8% Teachers); nonetheless, they consider it very important.

Racial relations were seen as an important issue very often by the students (47.7% Seniors, 54.1% Alumni, 46.9% Applicants). Although their elders seem to also feel that racial relations are of concern (35.5% Leaders, 33.8% Parents, 42.4% Teachers), it is still not as great a concern as with the younger respondents. The students are more concerned than their elders regarding racial relations perhaps because they are more action oriented and less accepting of the tensions than are their parents. Teachers, on the other hand, although roughly one half white are also very much concerned about racial relations. The fact that they

are teaching in predominantly Negro schools may account for their greater awareness of the racial conflicts and tensions.

Students and their parents also see higher education as a very important issue (49.3% Seniors, 50.7% Alumni, 40.2% Applicants, and 56.1% Parents). For most of them, FCC provides their first opportunity to attend college without the financial burdens involved in attaining college education. Nevertheless, it may still be problematic for many to attend college.

It was somewhat surprising that 56.1 percent of the Parents ranked "higher education" as one of the greatest problems in D. C., placing it even higher than employment (45.3% had said employment was of particular importance). This can be explained by the fact that parents have very high aspirations for their children and they are concerned that these dreams may not be realized because of the high cost of higher education.

Both Leaders (64.5%) and Teachers (59.2%) consider elementary and secondary education as most pressing problems. Teachers and Leaders not only have first-hand information about all the problems that plague the D. C. schools but they may also feel that the earlier educational years are very crucial and important years in the development of youth.

Police and Courts, Home Rule, and Housing are also mentioned by about one third of the adult groups. Housing is also mentioned by about one third of the student groups. Apparently students do not feel as threatened by the legal system in D. C. as do their elders, and Home Rule does not represent an important issue to them. The student populations seem to be a lot more concerned about problems involving them directly than about long-range problems such as home rule.

In summary, the three most important issues for the D. C. community are employment, education, and racial relations. Although all three are ranked as very important by student and adult groups, there are some differences in the ordering of importance regarding these issues. Whereas Students rank of greater importance the issues that are of immediate concern to them, Leaders tend to see problems in a larger context and thus evaluate them in terms of long term effectiveness.

4. Attitudes and Opinions of the Community About Policies at FCC

Staffing. All groups seem to feel that FCC should hire staff and faculty on academic merit, regardless of race. The primary concern seems to be for academic excellence rather than racial partisanship (see Table 8).

In the Leader and Teacher groups 30.2 percent and 30.4 percent respectively seemed to feel that it is important to hire also staff and faculty who understand the range of urban problems. However, among the parents and student groups this does not seem to be a major consideration in the kind of staff and faculty FCC ought to have. Leaders and Teachers perhaps are more aware of the importance of having such staff in an urban institution of higher education.

It does not seem to be an important criterion of staff and faculty selection whether they understand black people, or whether they are themselves black. Qualified and aware faculty and staff are the major concerns.

Curriculum. The Leaders (54.7%) and Teachers (56.8%) feel that it is important to develop a curriculum which includes courses on issues and problems of contemporary society as well as classically academic courses. This is logical in view of the fact that they were in favor of a staff and faculty who would understand urban problems. The kind of relevant curriculum and aware staff are two considerations that go hand-in-hand. The same kind of curriculum was also chosen by the majority of students (35.5% Seniors, 36.5% Alumni, and 27.3% Applicants) although the proportions of Students selecting this type of curriculum were not as high as with the adult populations.

The development of a technical curriculum such as data processing, medical technology, etc., was more often favored by student groups than by adults, which seems to show once again the student concern for later employment.

The slight percentage difference that appears among the student groups with regard to the choice of traditional academic courses (22.3% of Seniors, 19.6% of Alumni, and 31.5% of Applicants) may be partly attributed to the fact that the Applicants tend to include some older people who may be more traditional in their orientation of what makes a good curriculum. Few students (about 3%) and no teachers thought that the FCC curriculum should include primarily courses in African history and culture.

Tuition charges. Median tuition charges vary slightly from group to group. The Leaders and Parents differ slightly in their opinion of tuition charges compared to Teachers (\$65.50, \$69.00 and \$80.50, respectively).

There is more variability within the Student group. Seniors are willing to pay a higher tuition (\$82.10) than do the other student groups. This may simply reflect the fact that fewer Seniors have ever held jobs themselves. Alumni propose a median tuition of \$65.38 whereas Applicants

suggest that tuition be set at \$77.25. Half of the Applicants could not be accommodated by FCC and thus had to go to other institutions. Also, many of those who were accepted but did not register chose to attend other institutions. Experiences with tuition fees charged in other colleges may account for their choice of a higher tuition charge.

Selection of Students. Only the opinions of the adult groups were assessed regarding the issue of how should students be selected. The Parents were more in favor of an open door policy. Of the Parents, 53.2% favored the open door policy whereas only 43 percent of Leaders thought this should be the case, and 38.4 percent of Teachers agreed on this admission's policy. This may reflect the Teachers' concern and awareness of shortcomings with an open-door policy, whereas parents are more equalitarian.

Leaders (42.4%) and Teachers (49.6%) are in favor of selecting students on motivation rather than on past academic achievement. They realize that many of the students may have not had the opportunity to develop their potential and thus should not be penalized because of lack of good educational experiences in the past.

Recruitment of students. All groups were strongly in favor of an FCC provision of remedial work for high risk students (85.5% Leaders, 83.2% Teachers, 82.2% Seniors, 85.1% Alumni, 86.1% Applicants).^{6/} All groups also agreed that students who were poor academically should be accepted on a probational basis. There was a strong support for the development of new academic programs for high risk students. There is agreement and felt need for the rehabilitation of poor and of high risk students. The emphasis is to provide opportunities that will remedy past deficits.

The percentages favoring recruitment of white students were lower than the percentages favoring recruitment of students from other regions of the country which will make for a better student mix. The Seniors (90.3%) and Alumni (82.6%) felt most strongly for the recruitment of students from outside D. C. It is evident that college bound students would like a more heterogeneous mixture of students during their college experience.

Fund raising. The Leaders were the only ones whose opinions were assessed regarding fund raising for the college. They were asked to indicate their preference for the kinds of activities they may consider supporting (see Table 9).

^{6/} Parents were not sampled on this question.

The library and a scholarship fund are most often chosen for potential contributions. This shows their primary concern in the area of facilitating the student's academic learning. Library and scholarships, however, are traditional methods of bequeathing money to universities so this may account for the high percentages.

Adult education and community development are also popular, showing the extent of community concern felt by the leaders.

Athletics seem to be seldom chosen for funding. Only 32.6 percent answered affirmatively for athletics which once again shows the greater concern for educational activities. Building and facilities received only 50 percent backing for the same reason.

Two additional areas of funding mentioned by Leaders were: (1) contribution toward developing the faculty (i. e., extra academic work, exchange experiences, or the development of chair professorships) in order to attract outstanding faculty, and (2) the development of counseling and guidance for students.

Summary. Regarding the selection of faculty and staff the respondents in the community agree that the two criteria used ought to be academic merit and understanding of urban problems. Race as a criterion for selection ought not to be a consideration.

Regarding the choice of curriculum the emphasis again is classically academic courses combined with courses relevant to the problems and issues of contemporary society.

The opinions regarding the admissions policies are more varied. There is agreement that if any criteria are to be used other than a high school diploma they should be based on the students' general motivation toward learning and work.

Although the majority feel strongly about the idea of reorganizing the curriculum, offering remedial work, etc., for high risk students, the student groups also hope for the recruitment of a more heterogeneous group which can be done by recruiting students from other regions of the country as well as the District.

All groups agreed that the tuition ought to be very low. All computed medians for the groups were below a hundred dollars per year.

The opinions of Leaders regarding fund raising and financial support of different college activities were primarily for the traditional academic activities (library, student scholarships, and faculty development).

5. The Role of FCC in the Community

The opinions of Leaders were assessed with reference to the kind of community projects FCC should consider initiating. These results are presented in Table 10.

Leaders seem to feel that the most important activity in which FCC ought to involve itself in is the development of tutorial programs for the D. C. elementary and secondary school students. Of the Leaders, 52.3 percent also felt that seminars for community leaders and other individuals dealing with urban problems would be of value. The offering of adult education courses was also rated as an important area of community involvement (46%). Moreover, 45 percent felt that FCC should conduct studies on urban problems and other community needs. In brief, Leaders feel that FCC's primary efforts ought to be the alleviation of urban problems via educational activities. This is further substantiated by the fact that only 10.5% thought that FCC should organize sports and recreational activities for children after school, and leisure activities for adults.

About half of the leaders that were interviewed suggested some additional activities; 50.6 percent suggested general efforts toward community development by identifying the needs and available resources in the community, and by involving the young people in programs that aim to solve urban crises. This finding once again testifies to the intense interest of leaders in urban problems.

Specialized programs for policemen, firemen, and businessmen were also supported by 16.5 percent of their leaders. Only 5.9 percent mentioned the development of activities that may alleviate racism. Their basic suggestion on this was to try to bring blacks and whites together and involve them in cooperative projects so that they learn to work together. An additional 8.2 percent suggested that FCC become involved in the enrichment of elementary and secondary schools.

The interviewees were also asked to give their preference and opinions about courses and programs that FCC may sponsor via television. All of the suggested programs were considered important by the respondents; 89 percent thought that special programs on urban issues were important; 82.6 percent were in favor of noncredit adult education courses, once again showing the concern for community problems; 79.7 percent thought that credit courses toward a degree would be useful, while 75.6 percent thought nondegree credit courses should be incorporated into the program. Least important seemed to be a refresher course for professionals with 69.7 percent according it importance. The rationale behind that, no doubt, is that professionals in need of refresher courses can well afford the time and money to do it on their own.

When both Leaders and Parents were asked what they thought should FCC's role be in the D. C. community regarding racial integration or desegregation, more of the Leaders had strong and varied opinions than did the Parents.

FCC's primary role according to Leaders (33.7%) and Parents (22%) should be to provide skills and education for D. C. youth. Secondary interest was accorded to integrating the student body and faculty by not emphasizing race as a selection criterion; 20.9 percent and 22.2 percent, respectively, mentioned this. Leaders (27.9%) mentioned that FCC should work closely with the community and meet its needs by initiating and participating in community development. FCC should also initiate projects to alleviate urban problems (23.8%).

Once again, the teaching of African history was not considered an important avenue toward improving the community; only 4.1 percent Leaders and 2.3 percent Parents mentioned it. Nor was working toward the establishment of home rule considered to be an important part of FCC's role.

In summary, the opinions of D. C. leaders regarding the role of FCC in the community support the involvement of FCC in community educational activities primarily such as seminars, tutorials, enrichment of elementary and secondary schools, study of urban problems, etc. They also feel strongly that the role of FCC in educating D. C. youth and in preparing the District's future leaders is of great aid in the overall successful development of the D. C. community.

6. Educational and Occupational Aspirations of the Student Groups

The District of Columbia had never had a public institution for higher learning until Federal City College was established. With the increasing interest in higher education among recent and future high school graduates, FCC is bound to become a very important institution in meeting the educational needs for many District residents.

In order to evaluate what the educational and occupational expectations of the future classes that may attend Federal City College are, we asked the student groups a number of questions relevant to this issue.

The educational and occupational aspirations of the different student groups are presented in Table 11.

There are some differences in the observed proportions of the present Seniors who plan to receive at least a B. A. degree (69%) to the

proportion of Alumni (77.8%), Rejectees (83.4%), and No Shows (73.5%) who plan to receive a B.A. or higher academic degree. The greater proportion of Alumni and Applicants with high aspirations may be attributed to a selection factor operating with the samples assessed. It may be that both Alumni and Applicant groups for whom we have completed interviews are biased in that they represent more accomplished and stable individuals. Although we started with random samples, we were able to complete interviews only with those subjects that we could reach and make appointments. Many of the subjects not included were the ones who had moved without leaving forwarding addresses or who had given us wrong or nonexistent addresses.

In addition to the possible biases in the sample there still remains an alternative explanation. Both Alumni and Applicant groups contain sizable proportions of persons that are presently enrolled in college; i. e., Alumni (58%), Applicants (37%). It may be that the respondents are already selected on motivational and aspirational factors since over half of the Alumni and over a third of the Applicants are presently enrolled in college.

When the educational aspirations of the respondents in our groups were compared to the educational aspirations of students attending Federal City College, we find that 88 percent of the FCC students plan to earn at least a B.A. degree. These quite high aspirations observed among our respondents and among FCC students are comparable to the aspirations of 1968 entering freshmen across the nation (see ACE report). Among the students in this national sample, 87 percent expect to obtain at least a Bachelor's degree.

When they were asked to report on their future occupational plans, i. e., "What kind of work you would like to be doing for the most part of your life," in every group more than half reported that they would like to work as professionals. Moreover, the social sciences were the most favored fields of study among all student groups. Business was also a very popular field of specialization. The results in the national norms regarding major field of 1968 entering freshmen are again quite comparable to the expected field choices of our student groups. For example, among entering freshmen in 300 U. S. institutions 16 percent plan to major in Business, 11 percent in Education, 10 percent in English, 15 percent in Social Sciences, 17 percent in Arts and Humanities, and 13 percent in natural sciences. Engineering and natural science are more popular with the entering freshmen in the national sample, whereas the social sciences are more popular among our student groups.

Our respondents' high aspirations are also reflected in their expectations of future earnings. The medians for high salary expected were \$13,275 for Seniors, \$12,650 for Alumni, \$12,825 for Rejectees, and \$12,708 for No Shows. Assuming that they are going to carry out their educational plans these expectations for future salaries are not out of line.

The student groups were also asked to report their past academic achievements as measured by grades they received during their high school.

More than one-fourth in each group reported average grades of B or better. A greater proportion of Rejectees report B or higher grades among the different groups. On the other hand, more Seniors and Alumni report C or lower average grades than do the Applicant groups (see Table 12). This finding may reflect again the fact that the Applicant groups and, in particular, the groups of Rejectees represent persons who already have demonstrated interest and motivation toward higher education by applying to FCC for admission. The next section deals with the present status of the two applicant groups. The two issues discussed are: (1) what the applicants have done or are doing since they did not register at FCC, and (2) what is their present student status as compared to other high school alumni.

Table 13 presents a list of the colleges that Alumni and Applicants are presently attending.

It is interesting to note that the college choices of D. C. high school alumni tend to be more for institutions located outside the D. C. metropolitan area (15.5%). The next most popular choice is Howard University (13%). FCC was chosen by 5.4 percent of the alumni of '67 and '68. It would be interesting to see whether these preferences will shift over time as FCC becomes more established and better known in the community.

When the future college preferences of present high school seniors were examined, it was observed that their first choice of college is institutions outside the metropolitan area. However, FCC was a choice more often than Howard University (see Table 14).

Although a college or university outside the District of Columbia has a great appeal to high school seniors and understandably so, since many students will prefer to go away to college, one still may expect increases in the number of FCC future applicants as the school becomes better known and as more and more high school students continue their education.

From the reports of the school personnel in the five high schools it is indeed evident that the teachers and counselors feel that the existence of FCC has made a definite impact, and that it is influencing student educational plans greatly. Only 19 percent of school personnel said that the existence of FCC has made no difference to their students. Moreover, 86 percent report that they will encourage more students to go to college

because of the availability of FCC, and 74 percent said that the existence of FCC has influenced more of their students to show an interest in college education.

When the teachers were asked to name the schools they usually mention as future possibilities for their students, FCC is mentioned more often than any other institution. Howard University and institutions outside the metropolitan area still remain popular among the colleges teachers recommend. Predominantly Negro institutions outside the D. C. metropolitan area are very infrequently mentioned by the teacher as college possibilities for the D. C. high school students.

In summary, an examination of the educational and occupational aspirations of D. C. high school seniors and recent alumni suggests the existence of high educational and occupational aspirations among District youth. With regard to field of study preferences, Business, Social Science, and Health Field (non-M. D.) are the three most popular choices indicated by present high school seniors and recent high school graduates.

Although most students would like to go away to college, the availability of FCC appears to influence the college plans of young people since it presents an alternative choice for most students.

Appendix A

TABLE 1
PERSONAL CHARACTERISTICS OF THE STUDENT GROUPS
(In Percentages)

	Seniors (N=197)	Alumni (N=148)	Rejectees (N=78)	No Shows (N=64)
<u>Median Age</u>	17 yrs. 9 mo.	19 yrs.	21 yrs. 5 mo.	20 yrs. 4 mo.
<u>Sex</u>				
Male	38.6	39.2	29.5	40.6
Female	61.4	60.8	70.5	59.4
<u>Race</u>				
Black	36.3	39.2	94.9	81.3
White	6.6	4.7	1.3	14.1
Other ^a	7.1	6.1	3.8	4.7
<u>Religion</u>				
Protestant	39.6	62.8	64.1	64.1
Roman Catholic	17.3	20.9	24.4	23.4
Jewish	0.5	-	-	3.1
Other	31.0	11.5	9.0	1.6
None	7.6	4.7	1.3	6.3
NA	4.1	-	1.3	1.6
<u>Place of Birth</u>				
D. C.	69.5	77.7	56.4	57.8
S. E.	20.8	12.8	26.9	31.3
Other (U.S. and Foreign)	9.5	9.5	16.6	11.0

^a"Other" includes Puerto Rican, Mexican American, American Indian, Asian and Mixed.

TABLE 2
FAMILY COMPOSITION OF STUDENTS
(In Percentages)

	Seniors (N=197)	Alumni (N=148)	Rejectees (N=78)	No Shows (N=64)
<u>Marital Status of Parents</u>				
Married	58.4	65.5	64.1	78.2
Separated/Divorced	27.9	25.0	11.8	9.4
Widowed	11.7	9.5	16.7	10.9
NA	2.0	-	5.1	-
Both Deceased	-	-	1.3	1.6
<u>Number of Children in Family</u>				
2 or less	26.9	31.1	21.3	26.6
3-4	28.0	34.5	23.1	31.2
5 or more	43.1	32.5	53.8	39.1
NA	2.0	2.0	1.3	3.1

TABLE 3
PARENTAL EDUCATIONAL AND OCCUPATIONAL ATTAINMENT
(In Percentages)

	Seniors (N=197)		Alumni (N=148)		Rejectees (N=78)		No Shows (N=64)	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
<u>Education of Parents</u>								
Grade 8 or less	21.9	15.2	18.9	14.9	25.7	25.6	28.2	14.1
Some High School	21.3	22.3	17.6	14.9	19.2	23.1	18.8	35.9
High School Graduate	26.9	31.5	25.0	39.2	23.2	21.8	23.4	35.9
Some College	7.1	13.2	11.5	10.3	5.1	12.8	7.8	6.3
College Graduate	14.2	13.2	15.5	14.2	9.0	7.7	7.8	4.7
NA	8.6	4.6	11.5	6.1	12.8	9.0	14.1	3.1
<u>Occupation of Parents</u>								
Professional	11.7	10.7	9.5	14.9	6.4	5.1	3.1	1.6
Managerial	3.1	2.0	12.8	5.4	5.1	5.1	21.9	-
Skilled	11.2	1.0	4.7	0.7	14.1	2.6	6.3	1.6
Semiskilled	21.3	23.3	27.7	10.1	23.1	18.0	23.5	20.4
Clerical/Sales	11.1	24.4	10.2	30.4	10.3	20.5	4.7	21.9
Unskilled	4.5	0.5	6.2	3.4	6.4	-	9.4	-
Does not work	14.7	29.9	20.9	33.3	32.1	43.7	26.6	53.1
NA	17.3	7.6	8.1	1.4	2.6	-	4.7	1.6

TABLE 4
DEMOGRAPHIC CHARACTERISTICS OF LEADERS, TEACHERS AND PARENTS
(In Percentages)

	Leaders (N=172)	Teachers (N=125)	Parents (N=216)
<u>Median Age</u>	46 yrs. 2 mo.	40 yrs. 1 mo.	45 yrs.
<u>Range</u>	(21-81+)	(22-68)	(30-69)
<u>Sex</u>			
Male	72.7	44.0	25.0
Female	25.0	56.0	74.5
NA	2.3	-	0.5
<u>Race</u>			
Black	40.7	55.2	92.1
White	53.5	44.0	5.1
Other	2.9	0.3	2.8
NA	2.9	-	-
<u>Education</u>			
Less Than Some High School	-	-	22.6
Some High School	4.1	-	22.9
High School Graduate	9.3	-	21.7
Some College	14.0	-	10.4
College Graduate	16.3	17.6	5.8
Some Graduate Work	7.6	22.4	7.2
Masters +	27.9	56.0	-
Ph.D. or Professional Degree	20.9	4.0	-
NA	-	-	9.3
<u>Occupation</u>			
Professional	63.4	100.0	12.2
Managerial	17.4	-	6.2
Skilled	-	-	7.9
Semiskilled	2.3	-	23.8
Clerical/Sales	6.4	-	15.7
Unskilled	-	-	0.9
Does not work	8.1	-	1.9
NA	2.3	-	31.2

TABLE 5

SOURCES OF INFORMATION ABOUT FEDERAL CITY COLLEGE
(In Percentages)

	Seniors (N=197)	Alumni (N=148)	Applicants		Parents (N=216)	Teachers (N=125)	Leaders (N=172)
			No Shows (N=64)	Rejectees (N=78)			
<u>Heard</u>							
Yes	98.5	93.9	100.0	100.0	88.9	100.0	98.3
No	0.5	4.7	-	-	10.6	-	2.0
NA	1.0	1.4	-	-	0.5	-	0.6
<u>Source</u>							
Teacher	25.4	20.9	23.1	28.2	2.3	5.6	2.3
Friend/Relative	25.4	12.2	32.9	24.3	31.5	2.4	5.2
News Media	35.0	23.0	20.3	34.6	47.2	66.4	58.7
FCC Representative	12.2	36.5	14.1	5.1	1.9	12.0	0.6
Other	1.0	2.7	1.6	7.7	4.1	12.8	31.9
NA	0.5	-	3.1	-	1.9	0.8	-
DNA	0.5	4.7	-	-	11.1	-	1.2

TABLE 6

TYPES OF CONTACTS WITH FEDERAL CITY COLLEGE
(In Percentages)

	Seniors (N=197)	Alumni (N=148)	Applicants		Parents (N=216)	Teachers (N=125)	Leaders (N=172)
			No Shows (N=64)	Rejectees (N=78)			
<u>Had Contact With FCC</u>							
Yes	37.6	47.3	100.0	100.0	21.8	46.4	62.8
No	61.9	48.0	-	-	73.2	53.6	35.5
NA	0.5	4.7	-	-	5.1	-	1.7
<u>Nature of the Contact</u>							
Visited FCC	0.5	-	-	-	-	1.6	-
FCC Representative	24.4	0.7	-	-	0.9	13.6	4.7
Know People	5.6	31.1	-	-	14.3	23.2	36.6
Worked w/FCC	-	-	-	-	0.5	-	13.4
Applied	7.6	12.8	100.0	100.0	2.8	4.8	1.7
Other	-	2.7	-	-	2.3	3.2	6.4
NA	-	-	-	-	0.5	0.8	0.6
DNA	61.9	52.9	-	-	78.2	52.8	36.6

TABLE 7
PROBLEMS FACING THE D. C. COMMUNITY
(In Percentages)

	Leaders (N=172)	Parents (N=216)	Teacher (N=125)	Seniors (N=197)	Alumni (N=148)	Appli- cants (N=142)
Employment	46.5	45.3	48.8	51.3	55.4	52.8
Elementary and Secondary Education	64.5	27.3	59.2	23.9	27.7	29.4
Higher Education	20.9	56.1	25.6	49.3	50.7	40.2
Police and Courts	36.7	31.0	30.4	20.8	28.4	24.5
Home Rule	33.7	31.9	32.8	19.3	22.3	29.4
Housing	34.3	30.1	33.6	34.1	30.4	27.3
Transportation	9.9	8.8	4.8	7.1	3.7	9.8
Racial Relations	35.5	33.8	42.4	47.7	54.1	46.9
Welfare Services	5.3	14.3	8.0	26.4	17.6	16.8
Medical Facilities	4.1	13.9	8.8	16.2	8.9	11.2
NA	1.7	6.9	-	3.0	1.4	2.8

TABLE 8
OPINIONS REGARDING FCC'S PRESENT AND FUTURE POLICIES
(In Percentages)

	Leaders (N=172)	Parents (N=216)	Teachers (N=125)	Seniors (N=197)	Alumni (N=143)	Applicants (N=142)
<u>Staffing</u>						
All Black	3.5	1.9	3.2	3.6	4.1	0.7
On Academic Merit	44.2	60.7	59.2	59.9	51.4	56.0
Understand Urban Problems	30.2	12.5	30.4	17.8	20.9	18.9
Understand Black People	12.0	2.3	2.4	7.1	10.1	3.5
Equal Proportion of Black and White	5.2	20.3	4.0	11.7	13.5	20.3
NA	4.1	1.9	0.8	-	-	-
<u>Curriculum</u>						
Traditional Academic Courses	21.5	-	21.6	22.3	19.6	31.5
Emphasis on Urban Problems	14.0	-	5.6	14.7	17.6	15.4
Technical Courses	5.8	-	15.2	24.9	23.6	21.7
Academic Curriculum with Relevant Courses	54.7	-	56.3	35.5	36.5	27.3
Courses on African History and Culture	1.2	-	-	2.5	2.7	3.5
NA	2.9	-	0.8	-	-	-
<u>Tuition Charges</u>						
(Median)	\$65.50	\$69.00	\$80.50	\$82.10	\$65.38	\$77.25
<u>Selection of Students</u>						
Open Door	43.0	53.2	38.4	-	-	-
On Past Academic Achievement	11.6	23.6	10.4	-	-	-
On Motivation	42.4	22.2	49.6	-	-	-
NA	2.9	0.9	1.6	-	-	-
<u>Recruitment of Students^a</u>						
Accept on Probation	00.2	-	80.0	76.7	85.8	86.8
Recruit Whites	52.4	-	51.2	66.0	56.7	68.6
Recruit Students from Outside DC	66.8	-	73.6	90.3	78.4	82.6
Special Programs for High Risk Students	34.9	-	71.2	31.2	84.5	84.0
Remedial Work	85.5	-	83.2	82.2	85.1	86.1

^aThe percentages in 'Recruitment of Students' indicate the extent of agreement: scores on strongly agree and agree are combined.

TABLE 9

PREFERENCES OF LEADERS FOR ACTIVITIES THEY MAY CONSIDER
TO SUPPORT FINANCIALLY
(In Percentages)

Activities	Yes	No
Athletic	32.6	67.4
Cultural	65.7	34.3
Science Laboratory	69.2	30.8
Research Activity	60.5	39.5
Library	83.7	16.3
Community Development	76.7	23.3
General Development	53.5	46.5
Scholarships	80.8	19.2
Building and Facilities	50.0	50.0
Adult or Continuing Education	72.1	27.9

TABLE 10

LEADER OPINIONS REGARDING THE KIND OF COMMUNITY PROJECTS
AND TELEVISION PROGRAMS FCC SHOULD INITIATE
(In Percentages)

Community Projects

Develop Tutorials for Students	54.7
Seminars to Community Leaders	52.3
Offer Adult Education Courses	45.9
Studies on Urban Problems and Community Needs	44.8
Child Care Centers for Preschool Kids	35.5
Information Centers for Child Care, Emergency Aid, etc.	19.2
Train Students for Volunteer Work in Hospitals	12.8
Organize Leisure Activity for Adults	11.1
Organize Sports for Children After School	10.5

Courses Via T. V.

Noncredit Adult Education Courses	82.6
Nondegree Credit Courses	75.6
Credit Courses Toward A Degree	79.7
Refresher Course for Professionals	69.7
Special Programs on Urban Issues	89.0

TABLE 11
EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF STUDENT GROUPS
(In Percentages)

	Seniors (N=197)	Alumni (N=143)	Rejectees (N=78)	No Shows (N=64)
<u>Educational Aspirations</u>				
No degree	8.1	3.4	-	12.5
A.A.	6.6	1.4	3.3	-
B.A.	24.9	23.4	30.8	54.7
M.A.	26.4	39.9	43.6	14.1
Ph.D.	8.6	8.1	7.7	4.7
Professional degree	9.2	1.4	1.3	-
Other	3.0	2.0	3.3	4.7
NA	13.2	15.5	9.0	9.4
<u>Occupational Aspirations</u>				
Professional	63.4	58.8	65.4	57.8
Managerial	14.7	4.7	19.2	7.8
Clerical	4.6	10.3	7.7	12.5
Other	12.1	4.8	7.7	22.0
NA	5.1	20.9	-	-
<u>Choice of Major</u>				
Natural Science	9.1	6.3	2.6	6.3
Engineering	4.6	2.7	2.6	1.6
Social Science	17.3	25.0	21.3	18.8
Humanities and Arts	16.2	10.8	10.3	12.5
Health Fields	15.2	7.4	10.3	15.6
Business	15.2	13.5	32.1	20.3
Education	5.6	4.7	7.7	9.4
Computer Science	5.6	6.3	2.6	6.3
Other	0.5	0.7	3.3	1.6
NA	10.7	21.6	6.4	7.8
<u>Highest Salary Expected</u>				
(Median)	\$13,275.50	\$12,650.50	\$12,825.50	\$12,708.00

TABLE 12
ACADEMIC ACHIEVEMENTS DURING THE HIGH SCHOOL YEARS
(In Percentages)

Grades	Seniors	Alumni	Rejectees	.No Shows
A+, A	3.6	0.7	2.6	-
A-	1.5	2.7	1.3	1.6
B+	3.0	3.4	7.7	3.1
B	21.3	20.3	24.4	23.4
B-	6.1	7.4	2.6	1.6
C+	14.2	14.2	17.9	13.8
C, C-	41.6	45.2	33.4	31.2
D	3.6	1.4	1.3	-
NA	5.1	4.7	6.4	20.3

TABLE 13
COLLEGES ATTENDED BY ALUMNI AND FCC EX-APPLICANTS
(In Percentages)

Institution	Alumni (N=148)	Rejectees (N=78)	No Shows (N=64)
FCC	5.4	-	6.3*
WTI	4.1	11.5	7.8
DC Teachers	6.8	7.7	3.1
Howard University	12.8	1.3	4.7
Other Local Colleges or Universities	2.0	-	3.1
Local Junior College	6.3	7.7	3.1
Business School	0.7	1.3	1.6
College or University outside the DC Metropolitan Area	15.5	1.3	4.7
Predominantly Negro Institu- tion outside the DC Metro- politan Area	3.4	2.6	1.6
Other	0.7	2.6	1.8
Not in College	41.9	64.1	60.9

*Although the 'no shows' group was intended to include only students who did not register at FCC, three students from this original list had already enrolled at FCC by the time they were interviewed.

TABLE 14
COLLEGE CHOICES OF PRESENT HIGH SCHOOL SENIORS
(In Percentages)

Institution	First Choice	Second Choice	Third Choice
FCC	22.3	9.6	6.6
WTI	8.1	10.7	2.5
DC Teachers	1.5	0.5	2.0
Howard University	8.6	7.6	6.6
Local College or University	7.1	6.1	9.6
Local Junior College	1.5	3.0	2.0
Business School	2.0	3.0	1.0
Colleges and Universities outside the DC Metropolitan Area	27.9	27.4	23.4
Predominantly Negro Institutions outside DC Metropolitan Area	3.6	4.6	4.6
Other	1.5	1.5	1.0
NA	15.7	15.7	15.7

APPENDIX B

HIGHER EDUCATION AND THE COMMUNITY:

The Role of Eleven D. C. Area Institutions of Higher Education in Alleviating Urban Problems

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Introduction

During the past few years, the American people have become increasingly aware of the gravity of the urban crisis and of the urgency of its challenge. At the same time, many Americans have been taking a new look at the institutions of higher education and at their role in meeting this challenge. Partly because of the location of many of these institutions in or near urban areas and partly because of the concentration of brain-power they represent, the universities are under insistent pressure to assume additional responsibility in alleviating urban problems.

The Bureau of Social Science Research has undertaken a two-fold project to study this college-community relationship in the Washington, D. C. metropolitan area. Two of the major concerns of this project were to identify: (1) the available resources--urban programs initiated by area colleges and currently functioning; and (2) the needs--as expressed by respondents interviewed in a community survey.

The goal of this two-fold project is to contribute to the whole idea of "needs and resources" within the community and to assist the Federal City College to fill in the gaps in order to meet unrealized community needs.

The following report deals with some of the available resources in the D. C. Community. The inventory was compiled through the cooperation of members of the administration, faculty, and student body of eleven colleges and universities: Georgetown University, The George

Washington University, Howard University, The Catholic University of America, The University of Maryland, The American University, Trinity College, Dunbarton College of the Holy Cross, District of Columbia Teachers College, Gallaudet College, and Federal City College. Much of the information presented here was obtained through telephone calls and correspondence with key members of each university. The information about programs funded under Title I of the Higher Education Act of 1965 was obtained from the above mentioned sources and also from the Consortium of Universities' List of 1968 projects.* The information about the characteristics of the institutions themselves was found primarily in the reference book, American Universities and Colleges, 10th edition, edited by Otis A. Singletary with Jane P. Newman and published by the American Council on Education. For a listing of relevant courses we consulted the booklet Courses in Urban Affairs Offered by Washington Area Universities, Fall 1968, prepared by Washington Center for Metropolitan Studies.

The purpose of this report is not to evaluate the effectiveness of the programs described but rather to give a fairly extensive view of the ongoing university efforts. Although at this writing some of our letters and phone calls requesting information remain unanswered, it is hoped that information on most of the pertinent programs has been obtained via our earlier correspondence with a number of university sources.

*Projects to begin as of July 1969 are now under consideration and not yet listed.

One of the major problems encountered in compiling this information was the lack of centralized administration of urban programs in most of the universities. Authorities on the diverse programs generally had to be sought out through a long network of referrals. In the case of at least one university, the information we were sent was outdated. In that case, we found out on further investigation that most of the programs we were about to report had been discontinued.

PART I

DESCRIPTION OF INSTITUTIONS OF HIGHER EDUCATION INCLUDED IN INVENTORY

CHARACTERISTICS OF 1959 INSTITUTIONS OF HIGHER EDUCATION INCLUDED IN SURVEY

University	Founded	Ownership	Total Value of Property	Total Revenues	Total Enrollment	Graduate Enrollment	Total Faculty	Special Characteristics
Federal City College	1966	Land Grant College	Temporary	\$ 4,320,000	2,000	71	106	Many older students, largely Negro
New American University	1893	Private (Methodist affiliation)	\$ 29,413,326	\$21,104,588	13,609	2,306	570	-
New Catholicic University	1887	Religious	\$ 38,019,751	\$17,329,165	6,779	4,119	671	Largely for Catholics
B. C. Teachers College	1922 and 1935	B. C.	\$ 3,350,000	\$ 2,160,000	1,545	-	84	No housing, in-service education & conversion programs
Burkholder College	1935-7	Private (Roman Catholic affiliation)	\$ 4,046,000	\$ 921,826	635	-	42	Largely Catholic, originally & primarily for women
Howard University	1867	Private, nonsectarian, Federal support	\$ 52,000,000	\$26,601,324	8,698	2,502	865	Largely Negro
Bellevue College	1865-66	Private, Federal support	\$ 15,000,000	\$ 4,678,033	655	56	159	Only institution in the world of higher education for deaf. Also prep school. Congress pays student expenses. President of U. S. signs diplomas. Research in acoustics & linguistics.
Georgetown University	1818	Private (Roman Catholic affiliation)	\$ 65,000,000	\$37,774,983	7,591	3,601	1,495	Largely for Catholics
The George Washington University	1821	Private, nonsectarian	\$ 56,000,000	\$38,594,710	12,730 ^a	5,570	1,578	-
The University of Maryland	1802 and 1812	State of Maryland	\$155,804,118	\$99,693,559	41,144	6,467	2,039	Located in College Park and Baltimore
Yellicity College	1897	Roman Catholic	\$ 11,000,000	\$ 2,046,238	995 ^b	20	119	For women

^a Includes 1,998 students categorized as unclassified.

^b Includes 10 unclassified students

A. Background Information

The eleven universities and colleges whose urban programs and courses will be described in Part II of this report vary considerably in age, size, wealth, student and faculty characteristics.

1. History

While some of the eleven universities have been formed quite recently, others date back, at least in part, to the early nineteenth century (see chart on facing page). In general, the oldest institutions are the large universities such as The University of Maryland, Georgetown University, The George Washington University, and Howard University. Two large institutions, The American University and The Catholic University of America, as well as one small institution, Trinity College, were founded in the late nineteenth century. The most recently established institutions have an enrollment of 2,000 or less. These institutions are: Federal City College, Dunbarton College and District of Columbia Teachers College. Gallaudet College is a special case as it was established especially as an institution of higher education for the deaf--the only institution of its kind in the world. It was established in its original form in 1856.

2. Facilities and Location

The ability or the desire of people on campus to participate in urban programs may be influenced in part by the facilities of the institution and its location. Some of the institutions which have more to

offer in terms of wealth, potential student volunteers, and buildings for housing programs are located in the periphery of the inner-city and poor sections. These institutions include The University of Maryland, The George Washington University, The American University and Georgetown University. The location of The University of Maryland (College Park and Baltimore) is definitely a deterrent to participation in urban programs in the District of Columbia. In a telephone conversation, one student representative spoke of the need for funds to charter buses or to find other means to transport Maryland students into inner-city areas. Howard University is the only institution with revenues of over \$10,000,000 which happens to be located in a rather poor area of the inner-city (see Chart facing page 1).

3. Special Characteristics

The special characteristics of each institution may also influence the role it assumes in alleviating urban problems. Those institutions such as Howard University and Federal City College which have a large Negro enrollment, might be expected to be more aware of the problems and more concerned about actively combating them than would institutions with a largely middle class white enrollment. Furthermore, four-year colleges with a predominance of women undergraduates, such as Dunbarton College, might be expected to generate fewer such programs.

B. Statements of Purpose

The administration of an institution of higher education is likely to be in the position of having some influence on the extent of its urban involvement. Consequently all of the eleven institutions were asked for a statement made by any member of the administration regarding goals of the institution in alleviating urban problems. Those who did not respond to this request were contacted by telephone regarding our interest in such a statement. Nevertheless, it is difficult to ascertain if failure to provide a statement on the part of some institutions can be attributed to the fact that no such statements were ever made. The following quotations from official publications give an indication of the role that the responding institutions may assume in the future.

Trinity College:

We are living in an urban society, and no city of today is free from problems resulting from racial ghettos, poverty conditions, racial discrimination. Fleeing from these problems is not the answer. Each of us as individuals, and Trinity as an urban institution must accept some responsibility for addressing these problems in honesty, with all the knowledge and competence at our disposal.

Sister Margaret, President, TRINITY NEWS, November 1968.

Howard University:

As the nation's largest predominantly Negro university, Howard quite naturally has devoted most of its effort to problems from which the Negro suffers most--housing, employment, education, chronic illness, family disruption and the like. The Howard-based projects go well beyond social welfare needs, however. . . .

"Howard University and its New Role in the Community" (Reprinted from Howard University Magazine, January 1965, page 3).

Federal City College:

These programs . . . represent FCC's initial attempt to join with the community in a coordinated effort to meet urban needs through the use of college and community resources. FCC is dedicated to the development of programs that are relevant to the city.

FOCUS on the Federal City College, Vol. 2, No. 3, December 1968 page 2.

Georgetown University:

Today no university ends at its campus gate. Georgetown is aware of its responsibilities as a 'corporate citizen' and takes an active part in the community around it. The university will continue and, where possible, expand its area of active service to the community through all of its schools, the Hospital, and the personal participation of members of the administration, faculty, and student body in community and civic activities.

Georgetown University: Its Impact on the Nation's Capital, page 3.

The George Washington University:

G. W. must [commit] itself on a long-range basis to the improvement of life and living in urban America. . . .

By establishing new, broad-faced structures for participation, we hope to encourage the development of a true university community which can communicate its concern within the university and then beyond; by cooperating with other universities and by using our talent and resources where most appropriate, we hope to make a real contribution toward ameliorating the urban problems of our time.

Lloyd H. Elliott, Annual Report of the President, The George Washington University, Washington, D. C., October 1968.

The American University:

We do not understand the crushing problems of this city; we do little to learn about them and we do less to help to alleviate them.

Our students should know Cardozo, Adams-Morgan, and Valley Green as well as Spring Valley, Chevy Chase, and McLean, and not by accident but by design.

George Williams, Inaugural Address, October 16, 1968.

Part II

University Activity in Urban Affairs

A. Education and Enrichment

A large proportion of the urban programs emanating from the D. C. area universities have been designed, not surprisingly, for the education and cultural enrichment of the poor. The programs include: (1) those designed to teach inner-city children the basic skills; (2) those designed for recreation and rehabilitation (often in conjunction with tutorials), and (3) those designed to provide higher education, vocational guidance, and training for urban poor and for teachers of urban poor.

1. Basic Education for Inner-City Children

Whereas some students are engaged in field work as part of a credited university course, most of the students are working with campus organized volunteer tutorial projects.

a. Course work outside the classroom in basic education.--The few credited university courses with field work in educating children are offered by education departments, primarily as part of the Masters in Teaching (MAT) program. Some of this field work is being conducted by students at the following schools:

1. Trinity College--MAT program, thirteen seniors tutor in predominantly black schools in D. C.

2. The George Washington University--Secondary education, students tutor in Shaw area as part of practice teaching.

3. The George Washington University--MAT, nine interns in Cardozo area.

4. The George Washington University--Special Education, trainees work with educable retarded children in D. C. public schools.

5. The American University--Education Department, "Inner City Teaching Problems," tutorial and seminars.

6. The Catholic University of America--Education 206, Tutorial Internship; Disadvantaged children.

7. The University of Maryland--College of Education, Seminars; Workshop for Teachers of Disadvantaged Youth includes field work.

8. Howard University--Dept of Education, Graduate course in Community Development, some private tutorial and field work. The entire education program is geared towards teaching in urban schools.

b. Programs in basic education.--The volunteer teaching projects are primarily under the jurisdiction of student organizations within the universities. It should be noted that several campus organizations offer more than one tutorial project. At George Washington University there is SERVE, at Trinity College there is the Service Council, at Georgetown University there is GUCAP (Georgetown University Community Action Program),¹ at the University of Maryland there is PACE, and at the American University there is SAC (Social Action Council). Until two years ago, Howard University had two active organizations which enlisted student volunteers on several projects, but, as far as we have been able to ascertain, after the faculty advisor left, both organizations ceased to exist. The ongoing projects about which we have received information are as follows:

1. Georgetown Law School--Shaw Junior High School Teaching Project.

2. The George Washington University--SERVE, D. C. Jail Education Project. Work with Inmates (twenty-five tutors and twenty-five tutees).

3. The George Washington University--Grant After School Project, (twelve tutors, and twelve tutees).

4. The George Washington University--Teachers' Assistant Project, twenty-five tutors, some taking entire classes.

¹For a detailed case history of GUCAP see Appendix.

5. The George Washington University--Partly SERVE; First Congregational Church Tutoring Project (seven tutors).
6. The George Washington University--Junior Village Tutoring Project (twelve tutors, twelve tutees).
7. The George Washington University--Francis Junior High School after School Project (twelve tutors, twelve tutees).
8. The George Washington University--"CACHE," Inner-city high school students prepared for college.
9. Trinity College--Service Council, St. Martin's and St. Anthony's grade schools tutoring.
10. Trinity College--Service Council sends teachers aides to Immaculate Conception grade school.
11. Trinity College--Service Council. Weekly remedial reading program for 47 junior village boys.
12. Trinity College--Service Council tutoring retarded children at Kennedy Institution.
13. Trinity College--Service Council tutoring for unwed mothers.
14. Georgetown University--GUCAP, Capper Development. Work in the Capper Public Housing Project in S. E. Washington on a one-to-one basis initially, then expanding to broader areas of development.
15. Georgetown University--GUCAP, Friendship House. One-to-one tutoring in S. E., especially in the Capper area. An orientation and follow-through program sponsored by Friendship House Community Center involving the tutors, tutees and parents is offered.
16. Georgetown University--GUCAP, St. Thomas. In-the-home tutoring in the N. W. area. Tutors are assisted by VISTA workers assigned to this project.
17. Howard University--Omega Psi Phi Fraternity. Tutorial program, University facilities made available. Students come there in conjunction with Friends of Juvenile Court tutoring people identified as having gone through juvenile court.
18. The George Washington University--Project SCOPE (School Community Operating in Partnership and Education). Thirty students and two professors from Special Education worked with elementary school children and planned follow-up.
19. Federal City College--Early Childhood Learning Center. For preschoolers and to train workers in this field.

20. Federal City College--Children's Media Room. Tape recordings, T.V. and stories as preparation for reading.
21. Federal City College--Washington headquarters for Head Start.
22. The University of Maryland--PACE. Freshmen class volunteers tutoring fourth graders at Taylor Elementary school.
23. The University of Maryland--NOW Program. Tutoring at Sandy Springs, J. F. Cooke, Cloverly and Maury Elementary Schools. Also tutoring at Garner Patterson Junior High.
24. The University of Maryland--Lincoln Heights Tutorial Project. One hundred and thirty student volunteers and 200 tutees.
25. The American University--SAC. Newman Association Project, Tutoring.
26. The American University--SAC. SOS (Shepherds of the Street) Project, tutoring.
27. The American University--SAC. Academic tutoring (150 volunteers).
28. The American University. Sociology Club Tutoring Program.
29. The Catholic University of America--Limited tutorial program in N.E.
30. Trinity College--Service Council. Provides tutors for Jr. Village, Terrel Jr. High, Child Settlement House, Urban Services Corps.
31. Trinity College--Service Council. Summer Middle School. Some scholarships to inner-city children to participate in educational and recreational programs which are supervised by MAT candidates and teachers.
32. Howard University--Student Organization of the School of Social Work. Tutoring children in LeDroit area.
33. The University of Maryland--Teacher Education Center in conjunction with Neighbors Inc. Working with children and teachers in Kalorama Triangle area.
34. The University of Maryland--College of Education. Head Start units work with preschool children.

2. Social, Cultural, Recreational
and Rehabilitation Programs for
Inner-City Poor.

The task of developing social, cultural, and rehabilitation programs for inner-city poor has been taken up in most part by the student body.

The only course work in this area on which we have any information is offered by the Howard University School of Social Work and the Catholic University of America. The student social workers in both schools work with families as part of their training program. The University of Maryland School of Social Work in Baltimore also has case-work but it is not conducted in the Washington Area.

Many of the social, cultural, recreational, and rehabilitation programs for inner-city poor are coordinated by the same student organizations which initiated many of the tutorial programs: Service Council, GUCAP, PACE, SERVE. Student groups offer parties, arts and crafts, games, sports, drama, music and grooming suggestions to a wide variety of people including boy scouts, retarded children, delinquent boys, teenage girls, drug addicts, unwed mothers, mental patients, and children attending nearby grade schools. The following is a listing of some of these projects:

1. Trinity College--Service Council. Working with delinquent boys at D. C. receiving home and with drug addicts at D. C. Mental Health Center.
2. Georgetown University--GUCAP. Womens Club, working in social programs for alcoholic rehabilitation and work at half-way house for mental patients in group social functions.
3. Georgetown College Orientation Program--Social activities as well as teaching.
4. Howard University--Alpha Kappa Alpha Sorority. Programs in conjunction with Banneker Jr. High. Little Charm School. Subteens and teens coached on grooming etc. Christmas program.
5. Howard University--Alpha Phi Omega, National Service Fraternity. Scouting, also work with Wesley foundation.
6. Trinity College--"Play Day." One hundred children, games and sports.
7. Trinity College--Service Council. St. Martin's grade school, recreational program.

8. Trinity College--Service Council. St. Anthony's grade school, program in arts and crafts.

9. The George Washington University--Black Students' Union organized "Black Arts and Entertainment Festival".

10. The George Washington University--"Workshop for Careers in the Arts", a "cultural enrichment program" involving arts and crafts, drama, and dance organized by Black Students Union, 90 youths, no cost to students.

11. The George Washington University--Occasional parties organized for Grant School and D. C. Village.

12. The George Washington University--SERVE. Disturbed Children's Ward in D. C. General. Recreational programs.

13. Howard University--Neighborhood Consumer Information Center. Consumer information on purchasing goods and services.

14. Federal City College--Consumer education courses.

15. Federal City College--Athletic program for young men.

16. The University of Maryland--PACE's Armory Project. Student volunteers in cultural enrichment in arts and crafts, drama, music, sports.

17. The University of Maryland--PACE. NOW program. Working with unwed mothers (Iona Whipper and neighborhood health Aid) projects.

18. The University of Maryland--PACE. Working with children at junior village.

19. The University of Maryland--PACE. Working with retarded children and delinquent teenagers at Laurel Children's Center.

20. The University of Maryland--PACE. Volunteers for Mental Health. Two hundred volunteers work in homes for delinquents, institutions for the retarded and at St. Elizabeths Hospital for the mentally ill.

21. The American University--Social Action Council. Friendship House Project. Recreational jaunts sponsored by Junior Class.

22. The American University--Social Action Council. Newman Association Project. Drama, arts and crafts, girls sports, field trips. Affiliated with St. Martin's R. C. Church.

23. The American University--Social Action Council. Recreational project with children at Logan Elementary School by members of Sigma Theta Epsilon national service fraternity.

24. Gallaudet College--Students visit St. Elizabeth's to provide social contacts for deaf patients.

25. Gallaudet College--Offers facilities to Boy Scouts, playing fields to city during summer.

26. Gallaudet College--Modern Dance Group demonstrates in church and community.

3. Higher Education, Vocational
Guidance and Training for
Inner-City Poor

It is in this area of concern that University administrations are concentrating much of their efforts in urban service. Most of the higher education, vocational guidance and training programs are supported by university funds and grants from a variety of sources.

There are basically two kinds of programs: (a) those which offer direct training of inner-city poor, and (b) those which provide extended professional training for the people who are presently teaching or serving the inner-city poor.

a. Direct education, training, and guidance.--Some of the efforts of universities to give direct education or vocational guidance to inner-city youths and adults are listed below:

1. The George Washington University--Twenty six D. C. Negroes admitted to G. W. with inner-city scholarships provided by Key Club of Walt Whitman High School, the Marriott Corporation, and G. W. grants-in-aid and tuition waver programs. Volunteer faculty sponsors and advisors attached to each student and special assistance give from Reading Center, Psychological Clinic and Speech Clinic.

2. The George Washington University--A \$52,000 grant from the Department of Labor finances the training of 200 inner-city nurses' aides at GWU Hospital during the next year. Those who satisfactorily complete the program will be employed in the hospital on a full-time basis. (Part of Washington's Concentrated Employment Program.)

3. The George Washington University--Summer Employment Program for D. C. disadvantaged youth in G. W. School of Medicine (with Grant from HEW) employment and training (medical aides etc.).

4. Georgetown University--GUCAP high school equivalency. Tutoring of adults who are working for a high school diploma in order to improve job opportunities.

5. Georgetown University--GUCAP. Western High School. In-school tutoring in regular and advanced college preparatory courses such as sciences, math, English.

6. Georgetown University--GUCAP. Garnett-Patterson. Tutoring adults in small groups in a public education Grammar School Equivalency Program.

7. Georgetown University--GUCAP. Mackin High School. Tutoring students for college board exams. Emphasis mainly on math and English.

8. Georgetown University--GUCAP. Gordon Junior High School. Expanded program will include not only tutoring but also (in-class presentation), cultural and athletic programs.

9. Trinity College--Upward Bound. Seek out young high school potential drop-outs with ability. These students live on campus during summer and take remedial and enrichment courses, and work on development of reading skills with new machines. Meet on Saturday for close faculty guidance. Some get scholarships to colleges.

10. The George Washington University--Summer program in conjunction with CACHE proposal. Nonfunded program to prepare 20 high school students for college or technical institutes.

11. The George Washington University--CLEO (Council on Legal Education Opportunity) formed by various law schools to assist minority students in getting into law school. The George Washington University lowers admission requirements to accept some of these students. Plans for Martin Luther King Scholarships for minority groups.

12. The George Washington University--"Washington at Work" Project (coop. Evening Star). Photos on jobs open to District high school graduates, displayed in district high schools.

13. The George Washington University--Project Cabel. Credit to three master's candidates to assist adults who have less than eighth grade education. Funded by Office of Education.

14. The George Washington University--Negro student volunteers helping recruitment around country including D. C.

15. The George Washington University--Two hundred women from D. C. annually attend New Horizons for Women. Six scholarships.

16. The George Washington University--Program for USIA to prepare twenty applicants from minority communities for careers in USIA foreign service.

17. The George Washington University--Provides instruction at reduced rates for students at D. C. School of Nursing.
18. Georgetown University--In cooperation with D. C. Public School System college orientation program, students and faculty holding classes geared to "sleepers", preparing them for college.
19. Georgetown University--Summer College Orientation Program. Scholarship program for inner-city students in response to Poor Peoples Campaign. Money donated by faculty members and also Jesuit Community.
20. Howard University--Small Business Guidance and Development Center. To help expand employment.
21. Howard University--Foreign Affairs Scholars Program. Designed to prepare Negroes and Spanish speaking Americans for careers in foreign affairs through internship and graduate study.
22. Federal City College--Adult Education program in Mt. Vernon Square area.
23. Federal City College--Teaching English as a second language.
24. Federal City College--Project WIN (Work Incentive) adult basic education.
25. The Catholic University of America--BOSACU (Black Organization of Students at Catholic University). Student organized project to help ghetto students come to University.
26. The Catholic University of America--High school equivalency program, joint program--students/administrators. Students tutor.
27. Dunbarton College--OPEN. Some faculty members assist inner-city students to find colleges and receive financial aid.
28. Gallaudet College--Facilities to teach sign language to deaf adults.

b. Training programs for people who are presently teaching or serving inner-city poor.--Some of the higher education programs for inner-city teachers, service aides, and other professionals or semi-professionals are listed below:

1. Howard University--Program in Continuing Medical Education. Continuing education for neighborhood physicians. Grant from HEW.
2. Howard University--CAUSE (Counselor Advisors University Summer Education). Training and planning for jobs as youth advisors.

3. Howard University--Center for Youth and Community Studies. Training facility for President's Committee on Juvenile Delinquency and Youth Crime.

4. Howard University--Institute for Child Study. Working with community recreation workers and other social workers.

5. The George Washington University--Summer conference to improve math teaching to disadvantaged students. Grant from NSF-40 teachers participate.

6. The George Washington University--NDEA Summer Institute. Modern English study program for thirty-five D. C. public school teachers.

7. The George Washington University--WISE. Funded by USOE and other grants to improve quality of education in D. C. schools; provide better materials and techniques.

8. Georgetown University--MS program for inner-city teachers. Minimal charges and relaxed standards.

9. Trinity College--MAT programs for training inner-city high school teachers.

10. Trinity College--In conjunction with Washington Opportunities for Women, train mature women with college degrees who want to get into teaching in inner-city schools. Six credits, no tuition.

11. Federal City College--Early Childhood Learning Center. Trains workers in early childhood learning.

12. The American University--Seminar in Remedial Reading Techniques.

13. The George Washington University--School of Education's Vocational Guidance Institute. Three week workshop for D. C. high school counselors.

14. The George Washington University--Graduate students in course on Program Planning in Adult Education work on training supervisors for work with disadvantaged adults (and are working to recruit volunteer teachers for D. C. Adult Basic Education Program).

In addition, there are two training programs financed under

Title I:

15. The George Washington University--Training Institutes for Volunteer Tutors and Tutor Coordinators in Metropolitan Washington: Phase III. Developing large model tutoring program serving an area of the inner-city. Tutorial for children but main function to train tutors.

16. Georgetown University--Institutes for Urban Service Aides.
Broad education to improve performance of service aides who are
unable or unqualified to enroll in regular college courses.

B. Professional Services

Professional groups and agencies within some universities are also working to alleviate the immediate crises which emerge in the lives of individual inner-city dwellers. Largely, their efforts involve medical and legal services and counsel. None of these programs have been funded under Title I.

1. Health Aid and Counsel for Inner-City Poor

The medical schools in the Washington area have several programs designed to offer professional service to the urban poor. With these programs listed below, faculty and students are engaged in clinical work as well as in encouraging and guiding patients. There are few student organized urban programs in the field of medicine, probably because of the medical student's busy schedule.

1. Howard University--Along with Group Health Association, setting up comprehensive Health Center to serve 20,000 poor people in Cardozo area.

2. Howard University--Community Services Program, medical screening, education and consultation.

3. Howard University--Department of Neurology. Clinics serve area B.

4. Howard University--Obstetrics and Gynecology. Clinic for cervical cancer detection in area B.

5. Howard University--Dentistry School has recently set up Department of Community Dentistry to be in direct contact with the community. One program, CIAP (Chronic Ill and Aged Program). Students go to home of chronically ill and treat them.

6. Howard University--Dental Auxiliary Utilization Clinic. In-clinic treating of high school equivalency students from the Catholic University of America.

7. The George Washington University--Medical School recently formed Department of Community Health and plans training program.

8. Georgetown Medical School--Offers one course involving field work, "Problems in Community Medicine." Sophomore medical students work in homes and assess community facilities.

9. Georgetown University--GUCAP. Volunteers aid psychiatrists at St. Elizabeth's.

10. Georgetown University Medical Advocate Program--Unable to gain official sanction, established student program with faculty advisor. Work to guide patients, encourage, direct (not treat), make clinic services more personal and efficient, and teach students about social problems.

11. Federal City College--Planning pilot program to select and train local residents to help low-income families achieve better health through nutrition education.

12. The Catholic University of America--Masters in Social Service, work in agencies on mental health (among other problems).

2. Legal Aid and Counsel for Inner-City Poor

Law students are engaged in programs to counsel and, in some cases, to defend the inner-city dweller. There are more active student groups in law than there are in medicine. In addition, several law schools have legal internship programs. Some of the major problems confronting the inner-city dweller daily are substandard housing, high rental and absentee landlords. Many law students are concerned with these problems and are acting to alleviate them. There is also at least one housing assistance program that is not affiliated with a law school. Some of the current projects are as follows:

1. Georgetown Law School--Active Legal Aid Society.
2. Georgetown Law School--Prettyman Fellowship Legal Intern Project. Students work with lawyers aiding indigents in civil actions.
3. Georgetown Law School--Twenty-five lawyers from VISTA getting Master of Law.

4. The George Washington Law School--Neighborhood Legal Service Intern Project, similar to intern project at Georgetown.
5. The George Washington University--\$92,000 grant from Office of Economic Opportunity for graduate program in poverty and law with field work in slums. Includes twenty-five VISTA volunteer lawyers.
6. The George Washington Law School--Legal Aid Bureau. Several projects including MAN (Meaningful Assistance to the Neighborhood) students give advice on housing; assist lawyers if cases are brought to court.
7. The George Washington Law School--Juvenile Court Project. Students advise defendants of legal rights.
8. Federal City College--Has a six week course on the use of arbitration and mediation techniques in resolving community disputes.
9. The Catholic University Law School--Student Legal Services. Students defend indigents.
10. The Catholic University Law School--St. Elizabeth's Project. Grant pending. Interview criminally insane. Handle personal affairs--for example, make social security trust for son; check on confinement itself.
11. The Catholic University Law School--Neighborhood Legal Services Project. In conjunction with social work school.
12. The Catholic University Law School--Criminal Assistance Program. Volunteer on-call basis, attorney requests student assistance.
13. Howard University--Neighborhood Housing Assistance Corporation, helps residents on housing problems.
14. Howard Law School--Neighborhood Consumer Information Center. Corp. shareholders from Law School Shaw, Cardozo, and Howard University area.
15. Howard Law School--Branch of Neighborhood Legal Services. Students donate services.
16. Howard Law School--Police Observation Team. Students ride in police cars and study police action.
17. The American University--Police Observation Project. (We have heard that other area universities are working on similar projects.

18. Howard Law School--Served as poll watchers with Justice Department, Civil Rights Commission, Lawyers Guild.

19. Howard Law School--Testing Observance of Open Housing Legislation in suburbs.

C. Research and Development

The programs discussed in the previous sections were created in order to deal with immediate problems of the inner-city. University efforts, however, can and sometimes do go beyond the meeting of present crisis. Much of the brain-power directed by members of the university to urban affairs has been concentrated on research, evaluation, and planning for the future. It is in this area that faculty members are most active, although many students are also involved. It is also notable that most of the programs funded under Title I are in research and development.

1. General Urban Problems

Many of the courses and projects cover a wide range of urban problems or deal with the general question, "What should be done about it?". These courses and projects are listed below, along with those dealing with politics and administration of urban programs.

a. Courses on general urban problems.--

1. The Catholic University of America--Architecture; The Urban Society. Multi-disciplinary lecture series in urban problems and challenges.

2. Howard University--Architecture; History of Urban Development.

3. Howard University--Architecture; Social and Economic Structures of the community.

4. The American University--Government; Government and the Metropolis. Growth of cities and metropolitan area. Emergence of the urban environment as a focus for public policy. Implications of metropolitan development and functions for the organization of government and politics in the United States. Impact of the metropolis on governmental programs.

5. The American University--The Urban Polity. The theory of local government. Comparative urban political systems. The relation of the total political system to the physical, social, economic, and administrative organization of cities, metropolitan areas, regions, and the megalopolis. Will require thorough familiarization with the literature of urban politics, urban administration, and urban development.

6. The American University--Metropolitan Analysis. An interdisciplinary course in the application of the approaches and methodologies of social science in the planning and analysis of urban affairs. Advanced reading in all disciplines. Creation of an interdisciplinary research design. The course is a search for the theory of the metropolis.

7. The American University--Urban Politics. Selected special emphases in various aspects of the politics of urban and metropolitan pluralism: Community and inter-community power systems; politics of core and suburb; politics of urban functions; political decision making, organization, participation, communication, leadership in the urban environment. Individual and team research.

8. The American University--Urban Administration. Selected special emphases in the general and specialized functions of administrators in local, regional, state, and national public agencies dealing with urban affairs. The political, intergovernmental, fiscal, and developmental aspects of urban administration. Field research and case studies.

9. The American University--M.A. Research Seminars; General Seminars; Doctoral Dissertation Seminar.

10. The Catholic University of America--Metropolitan Government.

11. The George Washington University--Urban Dynamics; Administration in Metropolitan Area Governments I.

12. The George Washington University--Local Government Law. Decision-making processes in metropolitan and local communities; types and objectives of city, county, and special function local government units; intergovernmental units; intergovernmental relations; original organization and changes; local lawmaking; community planning and development.

13. Georgetown University--Metropolitan Government.

14. Howard University--Municipal Government and Administration. The general problems of city government in Europe and the United States.

15. The University of Maryland--Metropolitan Administration.

16. The University of Maryland--Seminar in Urban Administration.

17. Trinity College--Urban Politics. An examination of urban government and its place in the American political system. Attention will be focused on major policy problems facing the city and the metropolitan area.
18. The Catholic University of America--The Church in the Metropolis.
19. Howard University--Principles and Program of Community Action. The origin and evolution of the community, of elementary social case work, of social welfare agencies, and of the opportunity for church and minister in a program of community improvement.
20. Howard University--The Church in the Urban Community. A study of the processes of urban life as these affect the institutional life of the American churches.
21. The Catholic University of America--Social Welfare Policies and Services. Urban problems with the focus on implications for social welfare policies and services.
22. The Catholic University of America--Community Organization for Social Welfare. Study of professional guidance of social improvement effort. Emphasis on structure and characteristics of communities, community involvement, relationships and utilization of techniques *available to the professional*.
23. Howard University--Community Organization I. An introductory course required of all students. The nature of community problems as they relate to city planning, economic services, social services, tension and conflict is reviewed.
24. Howard University--Community Organization II. A more intensive study and analysis of the community, its social welfare agencies, resources, and needs. Community development and technical assistance, and overseas programs are examined.
25. Howard University--Community Organization III. A study of concepts and practice principles applied to the broad fields of health and welfare planning, federated financing, and urban and rural community development.
26. Howard University--Community Organization IV. The analysis and application of theory and knowledge in community organization work to community forces and trends affecting policy issues and policy formulation.
27. The Catholic University of America--Community Organization I, II, III, and IV.
28. The Catholic University of America--Poverty in the Urban Ghetto.

29. Howard University--Urban Sociology. The urban community, its patterns and institutions; supervised projects in urban research materials and techniques.

30. The University of Maryland--The City.

31. The University of Maryland--Sociology of Race Relations.

32. The University of Maryland--Survey of Urban Theory.

33. The American University--WASP (Washington Area Study Project). Students live in inner-city during weekends and holidays to study problems.

34. Dunbarton College--Introductory Sociology.

35. Dunbarton College--The American Community.

36. Gallaudet College--The Urban Crisis.

37. Gallaudet College--Problems of Social Change.

38. Gallaudet College--Social Problems.

39. Gallaudet College--Independent Study. Research into minority problems.

b. Programs dealing with general urban problems.--These programs include Title I funded projects, occasional conferences, short-term and long-term projects and permanent offices. The programs about which we have been informed are listed below:

1. Georgetown University--Title I. Education for MICCO (Model Inner-City Community Organization). Analysis of problems, development of techniques, information source.

2. The American University--Title I. Washington Executives Conference. Educational forums for political leaders to analyze issues and ideas.

3. District of Columbia Teachers College--Title I. Group Relations Workshops. Summer workshops to improve human relationships within government and between government officials and the community.

4. Howard University--Title I. Seminar on Urban Problems for Members of the D. C. Board of Realtors. Three-day seminar for realtors using adult learning techniques and confrontation with tenants and community representatives. Consultants from D. C. government, the Black United Front, and ghetto residents.

5. The American University--Title I. Voices of Poverty Radio Program. To examine use of radio in facilitating communication between black and white. Focus on variety of urban problems.

6. Trinity College--First All College Day. Day of joint student faculty reflection, lecture and discussion on urban problems. Subcommittees presented research.

7. The George Washington University--Program of policy studies in science and technology with emphasis on urban problems.

8. The George Washington University sponsors conferences and workshops bringing together experts.

9. The George Washington University conducts seminars on administering programs for the aged.

10. The George Washington University--Ford grant for research and seminars on government manpower and antipoverty programs to advise federal government.

11. The George Washington University--The emergence of Washington as a National Capital. Interdisciplinary study of Washington area in conjunction with Smithsonian.

12. Georgetown University--GUCAP; CREDO. Supports various anti-poverty programs. Research on needs and resources.

13. Howard University--Center for Youth and Community Studies. Research on such topics as social forces in the neighborhood block and individual impact of student civil rights activities. Interdisciplinary seminars.

14. The American University--Urban Causes Project. A continuing project in conjunction with Washington Center for Metropolitan Studies.

2. Education of Inner-City Poor

Courses and programs which discuss and analyze the education of inner-city poor are shown below.

a. Courses on education of inner-city poor.--These courses are offered by the Department of Education of several area universities.

1. The American University--Education Department. "Inner-City Teaching Problems."

2. The Catholic University of America--Planning, Designing, Financing, and Organizing Schools for Urban Situations.

3. The George Washington University--Nature and Needs IV: the Culturally Disadvantaged. Environmental factors within our society which disadvantage children's capabilities to achieve school and life success. Early experimental deprivation, home and neighborhood values and expectancies, and self-concept development.

4. The George Washington University--Teaching Disadvantaged Children. Selection and utilization of effective teaching methods and materials for compensatory and remedial education of disadvantaged children.

5. The George Washington University--Mental Health of Culturally Deprived and Emotionally Disturbed Children. Mental health problems affecting the culturally deprived child's vocational, educational, and emotional needs; teacher-child relationships; language differences in socioeconomic environments.

6. Howard University--Problems in Urban Education. Consideration of needs, problems, and solutions for providing education in urban communities.

b. Programs in education of inner-city poor.--As far as we know only two research programs in urban education are not specifically offered as courses. They are listed below:

1. The George Washington University--Social Research Group program to determine if improvements made by first-graders who have had special assistance will hold up when they return to their own neighborhood.

2. The George Washington University--Project TOBI (Test of Basic Information). Special Education's research on improving education for preschool disadvantaged.

3. City Planning and Urban Renewal

Much of the research, discussion, and planning conducted by universities in the area of urban affairs is concerned with redesigning or renovating the physical structure of the city. Some of these studies also consider the human problems involved.

a. Courses in city planning and urban renewal.--Courses related to this field of study are offered by a variety of departments including Architecture, Business Administration, Economics, Geography, Government, Planning, and Transportation. It is also probable that, although it is

not indicated in the brochures, some courses in Sociology deal with the human problems involved in urban renewal. The courses which are specifically described as including urban planning studies are listed below:

1. The Catholic University of America--Urban Design Studio I. Design of urban environments.
2. The Catholic University of America--Urban Design Studio III. Design of urban environments.
3. The Catholic University of America--Urban Landscape and Environment. Landscape design and techniques in urban situations.
4. Howard University--Graduate program of city and regional planning.
5. Howard University--City Planning.
6. Howard University--Planning Process.
7. The University of Maryland--Urban Land Management. Covers managerial and decision-making aspects of urban land and property. Included are such subjects as land use and valuation matters.
8. Howard University--Economics of Housing and Urban Renewal. Introduction to housing policies. Inventory, market demand and supply factors, requirements, growth. Residential patterns reflecting ethnic and economic stratification.
9. Howard University--Economics of Housing and Urban Renewal II.
10. The Catholic University of America--Principles of Urban Geography.
11. The George Washington University--City Region. Town-country interrelationships, functional character and spatial structure of the urban sphere of influence.
12. The University of Maryland--Urban Geography. Origins of cities, followed by a study of elements of site and location with reference to cities. The patterns and functions of some major world cities will be analyzed. Theories of land use differentiation within cities will be appraised.
13. The American University--Urban Planning. Selective special emphases in the politics and technical problems of urban planning: Comprehensive land planning, social and economic planning, transportation, renewal, rehabilitation and housing, open spaces, recreation, civic design, capital budgeting, zoning and other means of regulation and execution of plans. Special emphasis on political and intergovernmental context of planning and development functions and decisions. Field research. Case studies.

14. Howard University--Housing Management. Scope, process, and principles of management in public housing and privately owned residential properties; role of the Federal government in housing development; monetary influences in private and public real estate markets; functions of housing management.
15. The George Washington University--City Region. Town-country interrelationships, functional character and spatial structure of the urban sphere of influence.
16. The George Washington University--Thesis Research.
17. The George Washington University--Thesis Seminar. Examination of thesis standards, research philosophy, and methodology.
18. The George Washington University--Advanced Planning Problems. Examination of the anatomy of the region, analysis of findings, formulation of proposals, and presentation of the material to faculty and cooperating groups.
19. The George Washington University--Seminar: Urban Housing. Consideration of housing problems growing out of increasing urban population. Social, economic, and design aspects of today's housing; foreign and domestic housing programs and policies.
20. The George Washington University--Fundamentals of Urban Design. Principles of urban design and arrangement, traffic flow, use of space to achieve urban efficiency with maximum visual amenity.
21. The George Washington University--Introductory Planning Problems. Planning design laboratory; introductory exercises employing the analytic and substantive knowledge imparted in related courses. Examination of the anatomy of neighborhoods and communities, analysis of findings, formulation of proposals.
22. The Catholic University of America--Transportation for City and Regional Planners.
23. The George Washington University--Principles of Transportation. Impact of intercity transportation systems on society. Emphasis on modal differences in development, economic characteristics, and regulation.
24. The George Washington University--Urban Transportation. Problems of developing balanced transportation systems for urban areas - area needs, modal evaluation, cost effectiveness, finance, and marketing.
25. The University of Maryland--Advanced Transportation Problems. A critical examination of current government transportation policy and proposed solutions. Urban and intercity managerial transport problems are also considered.

26. The University of Maryland--Urban Transport and Urban Development. An analysis of the role of urban transportation in present and future urban development. The interaction of transport pricing and service, urban planning, institutional restraints, and public land uses, is studied.

b. Programs.--In city planning as in education, much more is being done within the formal framework of courses than is being done by campus organizations. The programs about which we have been informed are as follows:

1. The George Washington University--Great Cities Improvement Program. Financed by Research Council. Among projects is one to find new approaches to school remodeling and construction in urban areas.

2. Howard University--School of Engineering and Architecture. Research on city planning.

3. Howard University--School of Social Work. Community Development Project for LeDroit area.

4. Howard University--Title I. Employees of the Housing Division of the Department of Licenses and Inspections study housing and community development.

4. Professional Services

The law schools and their student legal groups are engaged in more of this kind of research than are the medical schools.

a. Medicine.--Most of the medical programs on urban problems involve field work, and there are few medical courses or programs which consist strictly of urban research and planning.

Howard University, however, offers two urban related courses to medical students. These are:

1. "Social Factors in Mental Illness," and
2. "Family Life and Family Living."

b. Law--Some of the ongoing courses and projects in the field of urban law are as follows:

1. The George Washington University has recently set up the Urban Law Institute where students will consider such problems as Police and the Community, and Problems of the Consumer.
 2. The George Washington University has law courses with VISTA volunteers.
 3. Georgetown University Law Center's Institute for Criminal Law conducts research related to urban problems.
 4. Howard University Law School--Courses in Urban Problems.
 5. Howard University Law School--Civil Rights Planning.
 6. Howard University Law School--Creditors Rights. Oriented to problems of small business in the inner-city. Related to Neighborhood Consumer Information Center.
 7. Howard University plans May 1st Law Day. Students will go into public schools and offer lectures on law.
 8. The George Washington University Law School--Students discuss relation of law to problems of the city with student groups in high schools.
 9. The George Washington University Law School has annual urban conferences.
 10. Georgetown University--GUCAP; SASH. Research on land record to aid legal fight against slumlords.
 11. Dunbarton College--Criminology and Delinquency course.
 12. Dunbarton College--Sociology of Deviance course.
- One Title I project in this area:
13. The George Washington University--1968 Conference on Urban Affairs: Legal Problems for Inner-City Consumers.

5. Research and Development
in Business and Finance

The problems of small business and finance in urban areas are discussed in courses offered by the following universities:

1. Georgetown University--GUCAP; FOCL. Research for the development of a student-financed nonprofit corporation to aid black entrepreneurs in D. C.

2. The George Washington University--Seminars for owners of small businesses, supported by the Small Business Administration and directed by the School of Government and Business Administration.

3. The Catholic University of America--Regional Economics.

4. Georgetown University--Introduction to Urban Economics.

5. The University of Maryland--Introduction to Regional and Urban Economics.

6. The University of Maryland--Advanced Regional and Urban Economics. First semester. Location theory and the spatial distributions of economic activity. The application to problems of natural resource management, environmental quality, and regional and interregional development of such analytic methods as input-output techniques, social accounting systems, and industrial complex analysis.

7. The University of Maryland--Seminar in Regional and Urban Economics. Second semester. Selected topics and techniques in regional and urban economic analysis, including models for economic projections, urban growth, and regional development.

6. Research in the Role of the University in the Community

This time of transition for universities is also a time for self-evaluation. There are some projects going on in academic settings to determine what the university is doing and what it can do to alleviate urban problems. Studies, discussions, and projects have been conducted recently to try to enlist the support not only of the university administration but also of the student body which has so much to offer the community. In the article "The Georgetown Answer Enlightened Paternalism," Fred Perella points out that "While Georgetown has undertaken many varied institutional projects to deal with poverty and the type of racism which produces it, it is at least significant to look at what Georgetown has not done." Among the challenges he discusses is that of apathy of the majority of the students. Some of the studies and programs to combat apathy and to develop a more effective community role for the university are as follows:

1. The George Washington University--Orientation Week tour of "The Other Washington."
2. The George Washington University--Students participate in regional and national conferences on "how students can relate to urban problems."
3. The George Washington University--Ad Hoc Committee on The University and Urban Problems. A study of The George Washington University's role and recommendations.
4. Howard University--Black American Law Student Association. Tries to encourage law students to serve the community and to practice in inner-city areas.
5. The American University--Department of Sociology offers a course on The White Man's Problem. Students discuss white racism with suburban whites and high school students.
6. Georgetown University--GUCAP - 2 programs: CREDO and Research and Education, to combat apathy on campus.
7. The Catholic University of America--Conference on Urban Affairs. Faculty from several departments planning for service projects now.
8. The Urban Careers Project (funded under Title I). The American University--In cooperation with the University of Virginia. To encourage college students to pursue community service careers, field-study seminars are available to interns, some for credit and some not for credit.

ADDENDA TO PART II
UNIVERSITY ACTIVITY IN URBAN AFFAIRS

A. Education and Enrichment

1. Basic Education for Inner-City Children

1. The George Washington University--SERVE--Tutoring in South-east apartments.
2. District of Columbia Teachers College--Services for the Disadvantaged.

2. Social, Cultural and Rehabilitational Programs for Inner-City Poor

1. The George Washington University--Alpha Phi Omega Fraternity--Runs and finances Boy Scout troop for physically handicapped children.
2. The George Washington University--Alpha Phi Omega Fraternity--Take children from a community house on tours of Washington.
3. Georgetown University--Nursing students distribute Christmas gifts annually to children at Morganza Elementary School.
4. Georgetown University--Nursing students care for children on "the boat ride for the handicapped."

3. Higher Education, Vocational Guidance, and Training for Inner-City Poor

a. Direct education, training, and guidance.--

1. Georgetown University--Teaching English to non-English speaking students in D. C. area. Financed under Title I.

b. Training programs for people who are presently teaching or serving inner-city poor.

B. Professional Services

1. Health Aid and Counsel for Inner-City Poor

1. Georgetown University--School of Dentistry has dental clinics open to everyone, treating 6,000 new patients yearly.
2. Georgetown University--School of Nursing. Juniors serve in psychiatric ward at the Veterans Administration Hospital, give twelve hours a week to maternity patients at Columbia Hospital for Women, and practice pediatrics at Children's Hospital and Children's Convalescent Home.
3. Georgetown University--School of Nursing. Seniors serve with public health agencies, at the rehabilitation center in Glendale, Maryland, and at the Regents Nursing Home in Forrestville, Maryland.
4. Georgetown University--Hospital has outpatient clinics for indigents.
5. Georgetown University--Physicians, nurses, and social workers from Georgetown care for advanced cancer patients at home at no charge.
6. Georgetown University--Screening for kidney diseases in Head Start children.

7. Georgetown University--Joint project of School of Medicine and D. C. Public Health Department to counsel emotionally disturbed teenagers and their parents.

2. Legal Aid and Counsel for Inner-City Poor

1. (Additional Information) Georgetown Law School--Legal Aid Society--Student and volunteer organizations assist U. S. Attorney's Office in representing indigent clients in civil and criminal matters and in running Community Action Center in southeast Washington. Also working with Senator Tydings' staff on legal service program resulting from consumer protection legislation.

2. Georgetown University--Institute of Criminal Law and Procedure--Pretrial clinic dealing with persons whose competence to stand trial is in question. Offender rehabilitation project helping to find community rehabilitation resources.

C. Research and Development

1. General Urban Problems

1. Federal City College--The City--Group Conflict.
2. Federal City College--Urban Social Institutions.
3. Federal City College--Urban Problems.
4. District of Columbia Teachers College--Life in Society.
5. District of Columbia Teachers College--Problems of Urban Community.
6. District of Columbia Teachers College--Intergroup Relations Institute.

2. Education of Inner-City Poor

1. District of Columbia Teachers College--Seminar on Contemporary Issues in Education.
2. District of Columbia Teachers College--The Community School.

3. City Planning and Urban Renewal

1. Federal City College--Training Institute for Shaw Model Inner-City Community Organization.
2. Federal City College--Orientation seminar for members of Model Cities Commission and Ward Councils.
3. Federal City College--Works with D. C. government to help implement Model Cities and Safe Streets legislation.
4. Federal City College--Course. Development and Change in the City.
5. Federal City College--Course. Community Development. Field work in community.

4. Professional Services

a. Medicine.--

1. Georgetown University--Faculty members serve as consultants in health and committee members in agencies of U. S. Government.

b. Legal.--

1. Georgetown University--The Institute of Law, Human Rights, and Social Values--Study of human rights, family planning, and population control.

5. Research and Development
in Business and Finance

1. District of Columbia Teachers College--Consumer Community Economics.

6. Research in the Role of the University
in the Community

Appendix C

Case History of a Campus Organization for Urban Programs: GUCAP

GUCAP (the Georgetown University Community Action Program) was founded in 1964 as a joint effort between the faculty and the students of Georgetown University. It was designed initially as a clearinghouse for tutoring and community services (such as mental health projects) under the direction of the Jesuit Fathers.

Funding

Originally GUCAP was treated essentially as any other student organization receiving a modest budget from the University's Student Activities Fund. Gifts were occasionally received although no attempt was made to solicit them. Today, one of the nonprofit student projects is attempting to obtain funds from the Government. Although most of the other projects still receive a budget from the Student Activities Fund, the nature of the project essentially determines where it will get its financial assistance.

Participation

Traditionally, faculty participation has been very limited, largely because the programs were mostly in tutoring children. Now that the emphasis has shifted (c.f. Problems Faced), there is greater faculty participation with the Schools of Law and Business also involved. Yet the number remains low--about 25 faculty members. On the other hand, 250 students are currently involved in the program.

Project Design

There are two manners in which projects are generated:

1. As a response to the need for volunteers in sponsoring agencies--various community agencies sponsor programs and solicit student participation under the supervision of professionals. All GUCAP projects have a project leader (a student) who acts as a liaison officer between the University and the Community Agency.

2. As a student project. In this case, the faculty director of GUCAP who oversees the entire operation, offers direction in terms of community organization.

There is also an Executive Board of Directors where students appraise and review new projects and decide on strategies and policies.

Problems Faced

In the early days 1965 and 1966, there were 700 students involved in 45 projects. In 1968, the leaders of the GUCAP program realized that many students were not truly involved in the program and that most of the projects were not in keeping with the philosophy of the organization. As a result, many projects were cut.

Mr. Beaudoin was appointed program director in the summer of 1968. His idea is to keep the program more in the vein of "real community action"--as opposed to the community service approach it had previously endorsed. He believes that a more sophisticated approach to community involvement is needed with more academic projects. In fact, academic reform at Georgetown University, with a more community-oriented curriculum is the prime goal of GUCAP.

In discussing long-range problems, Mr. Beaudoin emphasized student disenchantment with the program. He feels that long administrative

processes required in setting up projects have been the source of misunderstanding and discouragement on the part of idealistic students. Students are also discouraged by the limitations of programs such as those which give tutorial only once a week. Mr. Beaudoin hopes that a program will be established in which students will be able to work in the classrooms thus gaining a greater understanding of the educational problems in the District of Columbia.

Another problem mentioned was the apathy of the general student body. Mr. Beaudoin feels that this apathy is debilitating for those involved in the program. Recruiting also poses a problem for this same reason. Furthermore, many faculty members are involved in their own private community projects.

It is for all these reasons that Mr. Beaudoin is seeking new and different approaches in implementing the goals of the program. For example, he is suggesting an academic reform in terms of Urban Affairs and Black Studies curricula. His general aim is "to have an institutionalized response to urban problems."